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ABSTRACT

This selective bibliography cites 108 ERIC documents on parent education and parent involvement during the child's preschool years. Included are reports from both home-based and center-based programs. Entries are from "Research in Education (RIE)," October 1970 through April 1974, and from "Current Index to Journals in Education (CIJE)," May 1970 through April 1974. (SET)

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EDUCATION FOR PARENTS OF PRESCHOOLERS: AN ABSTRACT BIBLIOGRAPHY

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EDUCATION FOR PARENTS OF PRESCHOOLERS: AN ABSTRACT BIBLIOGRAPHY

This selective bibliography cites recent ERIC documents on parent education and parent involvement during the child's preschool years. Entries included are from Research in Education (RIE), October 1970 through April 1974, and from Current Index to Journals in Education (CIJE), May 1970 through April 1974.

Descriptor (index) terms used to search RIE and CIJE were: Parent Education, Parent Participation, Parent Role, Parenthood Education, Parent Child Relationship, Mothers, Home Programs and Home Visits.

Included are reports of both home-based and center-based programs. For convenience, reports of Home Start and Head Start programs have been placed in a separate section. There is also a separate section on Parenthood Education. Parenthood Education as used in the ERIC system refers to programs which are designed to help teenage boys and girls prepare for effective parenthood.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title from RIE.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked Microfiche only. (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation. Articles cited from CIJE are available only in the journals as listed.

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EDUCATION FOR PARENTS OF PRESCHOOLERS: AN ABSTRACT BIBLIOGRAPHY

A. Project Home Start and Project Head Start

References from Research in Education (RIE)

1. Adkins, Dorothy C.; Herman, Hannah. Hawaii Head Start Evaluation---1968-69. Final Report. 1970, 192p. ED 042 511.

Attendance; Classroom Environment; *Cognitive Development; Demonstration Projects; Enrichment Activities; *Language Development; Parent Attitudes; Parent Child Relationship; *Parent Participation; *Preschool Programs; *Program Evaluation

The present study compared the developmental effects of two curricula (University of Hawaii preschool language curriculum (UHPLC) and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, P1, and one focusing on more general concepts of child development, P2); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance). Dependent measures included classroom observations, pre- and posttesting on a wide variety of tests, and interviews with mothers held at the beginning and end of the program. The sample consisted of eight head start classes. Among the major results of the study was the significantly superior performance of UHPLC children compared to children in the enrichment classes on many of the tests, including the Stanford-Binet, the preschool inventory, and subtests of the Illinois test of Psycholinguistic abilities. The classroom atmosphere, as measured by the post observation teacher rating scales, was significantly better in UHPLC classes. Mothers active in parent programs showed improved attitudes towards children's education and increased tolerance towards children's chosen companions.

2. Adkins, Dorothy C.; And Others. Home Activities for Preschool Children. A Manual of Games and Activities for Use by Parents with Their Children at Home, to Foster Certain Preschool Goals. 1971, 92p. ED 060947.

Child Development; Cognitive Processes; *Educational Games; Educational Objectives; Educational Programs; *Home Instruction; Individual Development; Instructional Materials; Intellectual Development; *Manuals; Mothers; Nursery Schools; Parent Child Relationship; *Parent Participation; Parent Role; *Preschool Children; Role Perception; Skill Development; Socialization; Teacher Role

The primary purpose of this manual is to present actual games used in programs designed to involve head start parents in the intellectual and social-emotional development of their children. A brief history of previous experience in working with parents of preschool children is also given. Four primary areas of concern have emerged as the work of the center with parents progressed: (1) many parents did not possess basic information about normal child development; (2) many parents had inaccurate perceptions of the role of a nursery school; (3) many parents did not have the skills or knowledge of available resources to provide stimulating activities that would enhance the cognitive development of their children; and (4) the personal developmental needs of the parents themselves could not be ignored if they were to improve their competence in the first three areas. The construction of the games led to three accomplishments: (1) a more comfortable situation for talking about the child was provided when the teacher and parent were doing something together while talking; (2) having a game or definite activity to carry out at home enabled the mother to put into practice her role as a teacher; and (3) as the parent and child played a game together, the mother saw not only herslef as a teacher but also her child as a learner, one who was able to learn.

3. Adkins, Dorothy C. Programs of Head Start Parent Involvment in Hawaii. A Section of the Final Report For 1969-70. 1971, 13p. ED 048935

Home Programs; Home Visits; *Language Programs; Mathematics Curriculum; *Motivation; Parent Child Relationship; Parent Conferences; *Parent Education; *Parent Participation

Presents the evolution of participation programs for head start parents which were conducted by the University of Hawaii Center for Research in Early Childhood Education from 1967-1968 through 1970. Each year's shifting emphasis was based on experience with programs tried earlier, on shifting interests of staff and particular communities involved in other aspects of the year's research program, and on aspects of the overall research design of that year. Programs of group meetings and individual home visits were explored. Various types of parent participation programs in conjunction with curricular modules in the cognitive and motivational realms were assessed. The major conclusion is that broad generalization is not possible from small and short term attempts to alter parental attitudes and practices. Parent programs may not be the most effective way to improve cognitive abilities and behavior of preschool children.

4. Bromley, Kathleen C.; And Others. Investigation of the Effects of Parent Participation in Head Start. Non-Technical Report. 1972, 72p. ED 080216

Changing Attitudes; Community Involvement; Decision Making; *Economically Disadvantaged; *Evaluation; Mothers; Non-professional Personnel; *Parent Attitudes; Parent Education' *Parent Participation; *Preschool Programs; Self Concept

One of a series of four, this report presents the abstract and summary of the technical report of a project which investigated the impact of Head Start parent participation on the program's quality, on insitutional changes in the community, on the Head Start children, and one the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement, parents as paid employees in Head Start, was also studied. This report capsulizes the methods of the study, the target population, the results, the implications, and the recommendations for future research. Related documents include PS 006 814, PS 006 816, and PS 006 817.

5. Butler, Annie L. Current Research in Early Childhood Education: A Compilation and Analysis for Program Planners. 1970, 203p. ED 058927

*Academic Achievement; Communication Skills; *Compensatory Education Programs; Creativity; Disadvantaged Youth; *Early Childhood Education; *Intellectual Development; Interpersonal Competence; Intervention; Language Development; Learning Motivation; Literature Reviews; Pacing; Parent Participation; Preschool Programs; *Research Projects; Self Esteem; Stimulation; Teacher Role

This publication is particularly concerned with research and writing performed on the outcomes of early Childhood education programs during the last five years. The chapters in this research review discuss the following: 1. the current scene-conflicting philosophy in early childhood education; difficulties in analyzing the research on values in early childhood education; 2. intellectual growth research--role of experience in determining intellectual abilities; effects of school experiences in early childhood on the I.Q.; selected intervention programs; 3. later school achievement research--research findings; project follow through; 4. other research findings--early stimulation; potency of models; parent involvement in educational programs; role of the teacher; achievement motivation; development of self-esteem; interpersonal skills; importance of learning to learn; creativity;

Language and Communication abilities; pacing; 5. Concluding statement; 6. bibliography; and 7. about the author.

6. Datta, Lois-Ellin; and Others. A Comparison of a Sample of Full Year and Summer Head Start Programs Operated by Community Action Agencies and Local Education Agencies. 1971, 66p. ED 067154

Child Care Workers; Child Development; *Community Programs; Comparative Analysis; Early Childhood Education; Economic Disadvantagement; Intervention; Parent Participation; * Poverty Programs; *Preschool Education; *Program Evaluation; Questionnaires; Statistical Data; Summer Programs

Data from a stratified random sample of full-year 1967-1968 and summer 1968 head start programs were re-analyzed to compare centers operated by local educational agencies (LEA) and community action agencies (CAA). The analyses indicated that CAA-operated programs were more likely to report parent participation in decision making and as paid staff, while LEA-operated programs were slightly more likely to report parent participation as volunteers; that CAAS had a higher proportion of paraprofessionals and LEAS more professionals; that CAAS recruited individual volunteers from a variety of sources, and LEAS mobilized formal community organization support; that CEAS were more likely to focus on family services and job traning. Other findings included data on equipment, impact on children, medical and dental programs, ethnic and economic class of staffs, child eligibility, substantive content of the classrooms, and characterization of programs, the analyses provide a static picture of how program directors, teachers, and parents report some of their experiences. The differences involve structure rather than process of impact, and relatively few statistically reliable differences were, in fact, found between LEA- and CAA-operated programs.

7. Garfunkel, Frank. Preschool Education and Poverty: The Distance in Between. Final Report of 1968-69 Interventional Program. 1970, 49p. ED 046501

*Community Involvement; Community Problems; *Comprehensive Programs; Evaluation Needs; Feedback; Inservice Education; *Intervention; Low Income Groups; Objectives; Observation; *Parent Participation; *Preschool Education; Research Needs; Social Change; Social Factors

An educational intervention program for lower income children was characterized by parent involvement in all stages. Active dialogue between parents, teachers and the Boston University Head Start Evaluation and Research Center (BUER) was considered a primary purpose and encouraged by BUER training, research and service activities. An ethical code evolved which committed University researchers to a non-traditional research program, open to community involvement and criticism. The need for institutional change was perceived as more critical than any particular curricular content, and the program was closely involved with community problems. Program components discussed are: parent involvement in decision making; inservice training; observation and feedback; diagnostic and follow-up work; and development of a new research tool, the classroom behavior form. The complex nature of evaluation is discussed, and the use of I.Q. gains to measure the success of intervention programs is questioned. Political, social, and economic goals of head start programs are cited as more important to the needs of the people served than the education per se of young children. Head Start evaluation studies should, therefore, include evaluation of these goals.

8. The Home Start Demonstration Program: An Overview. 1973, 46p. ED 077583

*Child Development; Demonstration Programs; *Early Childhood Education; *Home Programs; Low Income Groups; Parent Role; *Program Descriptions; *Program Evaluation

Following a discussion of the Home Start program and its evaluation plan, the 16 Office of Child Development-funded Home Start projects in the United States are described. Home start is a 3-year Head Start demonstration program, aimed at the 3-5 years of age range, which focuses on enhancing the quality of children's lives by building upon existing family strengths and emphasizing the role of parents in the growth and development of their children. The program relies upon home visits made by trained home visitors. Home Start is concerned with the child's nutrition, health, mental health, and education. All of the Home Start programs initiate or strengthen productive relationships with existing community services and resouces. The program evaluation incorporates three components: the formative evaluation, the summative evaluation, and the information system. The 16 projects described are those in Gloucester, Mass., Binghamton, N.Y., Parkersburg, W. Va., Franklin, N.C., Harrogate, Tenn., Huntsville, Ala., Cleveland, Ohio, Houston, Tex., Dardanelle, Ark., Wichita, Kan., Millville, Utah, Reno, Nev., San Diego, Calif., Fairbanks, Alaska, Fort Definance, Ariz., Weslaco, Tex. The future of Home Start will lie with Head Start and other programs that may decide to convert portions of existing operating funds into Home Start components.

Also available from: Ruth Ann O'Keefe, National Home Start, P.O. Box 1182, Washington, D.C. 20013 (free of charge)

9. Home Start Evaluation Study. 1972, 214p. ED 069439

Case Studies; Child Development; *Compensatory Education Programs; Culturally Disadvantaged; Early Childhood Education; Educational Change; Educational Research; *Evaluation; Family (Sociological Unit); Field Experience Programs; Field Instruction; *Home Programs; Home Visits; Information Systems; Intervention; Longitudinal Studies; Objectives; *Parent Participation; Parent School Relationship; Preschool Programs

An overview of the history, and current stage of development of Home Start at the national and local level is presented. Section I contains six basic areas of information, Home Start goals and objectives presents the national and local program goals and objectives as articulated to the evaluation staff by OCD headquarters and regional staff and the 15 Home Start programs. A brief summary of each of the 15 programs is presented in part B. Local demographic information is aggregated nationally for staff and families and presented individually by program in part C. A summary of the information system being developed is found in part D, part E covers the recruitment of families and community interviewers for the nine programs involved in the summative evaluation and a description of the May and October field procedures. Part F is a detailed description of the history and start up operation of the National Home Start program.

10. Home Start Evaluation Study. 1972, 298p. ED 069440.

*Administrative Organization; *Case Studies; Child Development; *Compensatory Education Programs; Culturally Disadvantaged; Educational Change; *Evaluation; Family (Sociological Unit); Field Instruction; *Home Programs; Intervention; Parent Participation; Planning; Preschool Children; Preschool Learning; Preschool Programs

Case studies of seven Home Start programs are given as the third section of an evaluation study. Communities involved are Huntsville, Alabama; Fairbanks, Alaska; Fort Defiance, Arizona; Dardanelle, Arkansas; Wichita, Kansas; Gloucester, Massachusetts; and Reno, Nevada. Although each study varies in format, each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations.

11. Home Start Evaluation Study. 1972, 346p. ED 069441

*Administrative Organization; *Case Studies; Child Development; *Compensatory Education Programs; Culturally Disadvantaged; Educational Change; *Evaluation; Family (Sociological Unit); Field Instruction; *Home Programs; Intervention; Parent Participation; Planning; Preschool Children; Preschool Learning; Preschool Programs

Case studies of eight home start programs are given as the third section of an evaluation study. Communities involved are Binghamton, New York; Franklin, North Carolina; Cleveland, Ohio; Harrogate, Tennessee; Houston, Texas; Weslaco, Texas; Millville, Utah; Parkersburg, West Virginia. Although each study varies in format, each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations.

12. Home Start II, Waterloo Community Schools, Waterloo, Iowa. 1972, 14p. ED 065199

*Child Development; Community Involvement; *Disadvantaged Youth; *Home Instruction; Intervention; Parent Participation; *Preschool Children; *Test Results

Home Start II of the Waterloo Community Schools, Iowa, is a program that attempts to remedy developmental lag in underprivileged preschool children by a multi-faceted approach. The program is described as to context, activities, staff, distinctive features, and equipment and material. Discussions are given of community involvement, costs, and evaluation. Tests of the Home Start children indicate that they have made significant gains, compared with other preschool groups, in achieving school readiness.

13. Investigation of the Effects of Parent Participation in Head Start. Appendices to the Final Technical Report. 1972, 168p. ED 080218

Check Lists; *Data Collection; Data Sheets; Demography; *Economic Disadvantagement; *Evaluation; Parent Attitudes; *Parent Participation; *Preschool Programs; Questionnaires; Readiness; Self Concept; Tests

This publication is a compilation of eight appendices to the final technical report on a project which studied the effects of parent participation in Head Start. These appendices include the request for proposal, the telephone survey interview forms, the self-concept test forms, the program quality checklists, questionnaires, and other instruments used in the project. Related documents include PS 006 814, PS 006 815, and PS 006 816.

14. Investigation on the Effects of Parent Participation in Head Start. Final Technical Report. 1972, 251p. ED 080215

Changing Attitudes; Cognitive Development; Community Change; Community Involvement; Decision Making; *Economically Disadvantaged; *Evaluation; Methodology; Mothers; Nonprofessional Personnel; *Parent Attitudes; Parent Education; *Parent Participation; *Preschool Programs; Questionnaires; Readiness; Self Concept

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on insitutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were invesitaged: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report gives a summary of the project's methods and results, and includes the statistical data gathered from th 20 Head Start centers studied. In general, results are supportive of high parent participation in both roles in relationship to all dependent variable areas. Results also indicate that entensive parent involvement in Head Start centers appears to be related to the degree of involvement parents had in recognizing, planning and implementing improvements in the centers. Related documents include ED 082 216, ED 080 217, and ED 080 218.

15. Kapfer, Sherry. Report of First National Home Start Conference. 1972, 60p. ED 067155

*Child Development; Conference Reports; Early Childhood; Environmental Influences; *Family Environment; *Home Programs; Home Visits; Instructional Programs; *Learning Readiness; Nutrition; *Parent Role; Physical Health

The proceedings of the First National Home Start conference are presented, based on reports of the sessions and activities of the meeting which was aimed at strengthening and supplementing child development in the home. Topics discussed include parent education, toy lending libraries, use of television, contributions of Head Start, early reading, bilingual education, Montessori resources, nutrition and health, Home Start as

a force for social change, and staff roles. Reactions to and evaluation of the conference are also included, along with citations of media coverage, exhibitions, films, the keynote address, and a list of participants.

16. Lundberg, Christina M.; Miller, Veatrice M. Parent Involvement Staff Handbook: A Manual for Child Development Programs. 1972, 55p. ED 075074

*Adult Leaders; Compensatory Education Programs; *Guides; Motivation; *Parent Participation; Preschool Education; *Staff Orientation Teamwork

A handbook to guide coordinators of parent activities in their role in a quality Head Start program is presented. Discussion includes the following topics: motivation, informal and formal participation, teamwork, and total involement.

Also available from: Day Care and Child Development Council of America, 1401 K Street, N.W. Washington, D.C. 20005 ($2.00 plus .50 postage & handling on orders under $5.00; add 10% of total to orders over $5.00 for postage & handling)

17. O'Keefe, Ann. The Home Start Program: Guidelines. 1971, 20p. ED 058948

*Child Development; Community Services; *Early Childhood Education; Family Characteristics; *Home Instruction; Parent Education; *Parent Participation; *Program Guides; Staff Orientation

The Home Start program objectives are: (1) to involve parents directly in the educational development of their children; (2) to help strengthen in parents their capacity for facilitating the general development of their own children; (3) to demonstrate methods of delivering comprehensive Head Start-type services to children and parents for whom a center-based program is not feasible; and (4) to determine the relative costs and benefits of center- and home-based comprehensive early childhood development programs, especially in areas where both types of programs are feasible. This guide presents: Home Start program components and requirements; the delivery of Home Start services; selection of Home Start program locations; recruitment of families for Home Start; Training of Home Start staff; administration of Home Start programs; and evaluation.

18. Perspectives on Parent Participation in Project Head Start: An Analysis and Critique. 1972, 226p. ED 080217

*Economic Disadvantagement; *Educational History, Educational Theories; Group Discussion; Home Visits; *Literature Reviews; *Parent Participation; Policy; *Preschool Programs; Social Change

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report is divided into two parts. Part I is a discussion of the theoretical orientations behind the formation of Head Start and the other anti-poverty programs, and an examination of the history and development of the Community Action Program and Head Start itself. Part I concludes with a description and analysis of parent participation in the program. Part II is a review of the literature of the past decade related to Head Start and Head Start type programs. The report also gives a summary and analysis of the parent participation project research implications. Related documents include ED 080 215, ED 080 216, and ED 080 218.

19. A Report of the Home Based Working Conference, Learning Institute of North Carolina (LINC) (March 12-15, 1973). 1973, 67p. ED 078968

Demonstration Programs; *Early Childhood Education; Evaluation; *Home Programs; Instructional Staff; Medical Services; Nutrition; Parent Child Relationship; Parent Education; *Parent Participation' *Preschool Programs; *Program Descriptions; Training

The primary objective of this conference was to provide Head Start program representatives with information and descriptive materials on approaches to home-based education for preschool children with the parent as the focal point. Descriptions of six different programs outline objectives, services, advantages, and disadvantages, cost, evaluation plans, and staff training. Also included in the report are conference evaluation data, brief descriptions of other home-based programs, and a bibliography.

20. Segal, Marilyn M.; Simco, Edward R. Home Start: School for Parents Final Report. 1972, 64p. ED 080185

*Child Care; Child Rearing; Educational Television; Formative Evaluation; Infancy; Manuals; *Parent Education; Program Attitudes; *Program Evaluation; Questionnaires; Summative Evaluation

Home Start: School for parents is a parent education program with three major components: a Prototype School for parents, a pilot television series, and a Manual for Parents on the infancy period. The prototype school is evaluated in terms of its impact on parents and infants, the manual and the television shows in terms of audience response and expert opinion. The final report describes both the formative evaluation that led to the on-going program modifications, and the summative evaluation that attempted to measure the success of the program in terms of immediate objectives. The long term objective of the program - to provide children from all SES groups with a better home start - cannot as yet be assessed.

21. Sharkey, Tony; And Others. Building a Playground. 1970, 23p. ED 065198

*Child Development; Community Involvement; Motor Development; *Parent Participation; *Physical Activities; *Playgrounds

The steps to building a community playground are discussed. These steps include planning, materials and services needed, and the involvement of parents, teachers, and administrators as well as the children themselves. Pictures illustrate the text.

Availability: Education Development Center, 39 Chapel Street, Newton, Massachusetts 02160 ($0.60)

22. Stern, Carolyn; And Others. Increasing the Effectiveness of Parents-As-Teachers. 1970, 43p. ED 048939

Cognitive Development; Disadvantaged Groups; *Group Dynamics; *Language Proficiency; Motivation; *Parent Attitudes; Parent Child Relationship; Parent Education; Parent Influence; *Parent Participation; Parent Role; Tables (Data); Teaching Styles

This study involved the use of group process techniques in meetings at which parents and teachers were encouraged to express their feelings, frustrations, needs and expectations. The two hypotheses tested were: (1) parents participating in the encounters will evidence more direct concern for their children's preschool education and more favorable attitudes toward Head Start than those not attending such meetings; and (2) that the children of parents participating will score higher on tests of language performance and information acquisition than children of parents not attending. The study included two Head Start classes involving 30 Black, Mexican-American, and Anglo children. The children were pretested and posttested with the Peabody Picture Vocabulary test, Caldwell Preschool Inventory and Situational test of Competence (Mid-Measure). Parents were tested with parents expectations for achievement of children in Head Start (Peach), parents attitudes toward Head Start (paths), and the"How I feel" measure of alienation. Demographic data was also collected and parents and teachers completed the situation test of competence as they expected the child to respond. Results of the study showed that only the second hypothesis tested was supported.

23. White, Burton L. Making Sense Out of Our Education Priorities. 1973, 6p. ED 085087

*Disadvantaged Youth; *Early Childhood Education; Early Experience; *Educational Change; *Educational Needs; Family Influence; Federal Programs; Infants; Learning; *Parent Participation

This paper examines the need to recognize the importance of the role of the family as educator during a child's first three years in order to prevent educational underachievement. Projects Head Start and Follow Through, and the Parent Child Center Project are discussed. Four areas of a child's early development are described: (1) language, (2) social attachment, social style, and basic self-perceptions, (3) curiosity and instrinsic interest in learning, and (4) learning to learn skills. A pilot program whose major focus is to provide support and professional guidance to families with newborn infants is described. A plea is made to develop programs to assist parents in educating their children from birth.

24. Wohlford, Paul. An Overview of the Parent Project. 1972, 6p. ED 069390

Behavior Patterns; *Economic Disadvantagement; Family Influence; *Intervention; Low Income Groups; *Parent Role; Participation; *Preschool Children

An overview is presented of the final report of the parent project, which sought to demonstrate whether participant group methods are suitable for helping low-income parents help themselves and their preschool children in Head start, the nature, rationale, and interrelationships among the various components of the project are specified. The first part of the report reviews studies to prepare measures for the parent project--the invention, refinement, and replication of appropriate research instruments to use with the basic panel of parent project families who were to receive the participant group intervention. Part II deals with the studies of family dynamics and socialization with parent project evaluation methods and families. In part III a review is given of the Head Start parents in the participant groups, with five sources of evaluative data assessing the effects of the participant group meetings, including the mothers' and childrens' pre- and post-test changes, parents' attendance at meetings, the content or process of the meetings, and data from a questionnaire study.

References from Current Index to Journals in Education (CIJE)

Bauch, Jerold P.; And Others. What Makes the Difference in Parental Participation? Childhood Education, v50 n1 pp47-53, Oct 1973, EJ 086 637

Highberger, Ruth; Brooks, Helen. Vocabulary Growth of Head Start Children Participating in a Mothers' Reading Program. Home Economics Research Journal, v1 n3 pp185-187 Mar 1973, EJ 077 523

O'Keefe, Ruth Ann. How About Home as a Place to Start? Urban Review, v6 n5-6 pp35-37 Jun-Jul 1973, EJ 083 635

B. Parenthood Education Programs

References from Research in Education (RIE)

1. Hughes, Kathryne Sheehan, Comp. Education for Effective Parenthood: Children Are Our Business. 1969, 24p. ED 079 637

Adult Education; Home Economics; Home Economics Education; Home Economics Teachers; *Human Development; Individual Development; *Nursery Schools; *Parent Child Relationship; *Parent Education; *Parent Participation; Parents; Periodicals; Teaching Methods

This issue of the "Teachers of Home Economics" brings together suggestions for initiating an effective parenthood education program centered about a laboratory for the young child and suggestions for planning comprehensive home economics instruction on human growth and development. Described are examples of successful school programs that have included nursery laboratories and have found them of value in educating youth for their potential roles as parents. Although the issue is not intended to be a "techniques" manual, it includes usable guidelines for the teacher who plans a nursery laboratory in conjunction with a parenthood education program. Included in the "Resources" section is a variety of reference materials that will help both teachers and students in their study of human growth and development.

2. Kruger, W. Stanley. Education for Parenthood and the Schools. 1972, 23p. ED 084 022.

*Child Development; Curriculum Development; Federal Programs; High School Students; *Intervention; *Parent Education; Prevention; *School Activities; *Social Problems

School-related programs of the Education For Parenthood Project are described. The purpose of the project is to provide young people with knowledge and skills to enable them to be effective parents. The rationale for such a program is based on the ineffectiveness of current laissezfaire policy in the schools, as reflected by problems of child abuse, retardation, infant care, drug abuse, and divorce rate for young marriages. High quality programs already in existence at Gathersburg, Maryland, Mt. Desert Island, Maine, Los Angeles, California, Dallas, Texas, Salt Lake City, Utah, and Battle Creek, Michigan, are described. An extensive survey of all existing programs is now being taken by the Education for Parenthood Project, with the long range goal of developing a comprehensive curriculum model. General subject areas for the model and general educational objectives are described. Also emphasized is the need for an instructional technology to make the content relevant and universal for youth. Finally, the importance of inter-institution cooperation and distribution of materials to schools and communties is discussed.

References from Current Index to Journals in Education (CIJE)

Ambrosino, Lillian. Looking Back. Children Today, v2 n2 p30 Mar-Apr 1973, EJ 075 251

Clayton, Marilyn; Dow, Peter B. Exploring Childhood. Children Today, v2 n2 pp8-13 Mar-Apr 1973, EJ 074 235

Cohen, Donald J. Viewpoint: Meeting Adolescents' Needs. Children Today, v2 n2 pp28-9 Mar-Apr 1973, EJ 075 250

Durbin, Louise. Gaithersburg High School Child Development Laboratory. Children Today, v2 n2 pp19-23 Mar-Apr 1973, EJ 075 394

Kagan, Jerome. Exploring Childhood: A Theoretical Foundation. Children Today, v2 n2 pp13-14 Mar-Apr 1973, EJ 075 344

Kipcak, Ellen. Sixth Graders Learn About Children...and Themselves. Children Today, v2 n2 pp34-6 Mar-Apr 1973, EJ 075 252

Kruger, W. Stanley. Education for Parenthood and the Schools. Children Today, v2 n2 pp4-7 Mar-Apr 1973, EJ 074 234

Kruger, W. Stanley. Teaching Parenthood. American Education. v8 n10 pp25-8 Dec 1972, EJ 071 044

Marland, S.P., Jr. Education for Parenthood. Children Today. v2 n2 p3 Mar-Apr 1973, EJ 074 233

Nelson, Shirley A. School-Age Parents. Children Today. v2 n2 pp31-3,40 Mar-Apr 1973, EJ 075 408

Speigleman, Judith. Challenge for the Third World: Preparing Girls for Parenthood. Children Today, v2 n2 p15 Mar-Apr 1973, EJ 075 371

This Year's Hottest Curriculum Topics. A Special Report. Nation's Schools, v92 n4 pp49-56 Oct 1973, EJ 084 489

Wolverton, E. Dollie. Early Childhood Development: Teaching Teenagers About Parenthood. Compact, pp29-31 Jul-Aug 1973, EJ 080 940

C. General Section--Parent Education and Parent Involvement

References from Research in Education (RIE)

1. Ainsworth, Mary D. Salter; Bell, Silvia M. Mother-Infant Interaction and the Development of Competence. 36p ED 065 180

Cognitive Development; Concept Formation; Environmental Influences; *Hypothesis Testing; *Infant Behavior; *Interaction Process Analysis; Interpersonal Competence; *Mothers; *Parent Child Relationship; Social Development

Several sets of evidence are offered to support the hypothesis that cognitive and social development are intimately interrelated, and that mother-infant interaction influences both. A mother's prompt responsiveness to her baby's signals tends to foster the development of varied and clear modes of communication and thus the development of one facet of social competence. Sensitive material responsiveness to infant signals, especially when combined with giving a baby freedom to explore his physical environment facilitates overall development of competence as measured by a general intelligence quotient. The quality of mother-infant interaction affects both the quality of a baby's attachment relationship with his mother and at least one important specific aspect of cognitive development. The development of the concept of the object. The concept of the balance between exploratory and attachment behavior is considered, and it is suggested that the significance of this is not so much quantitative as qualitative. That is, the significant individual differences lie not so much in the relative quantities of attachment and exploratory behavior as in the quality of each and the smoothness of transition from one to the other. Evidence is presented that the quality of mother-infant interaction influences the quality of the infant's attachment relationship to his mother, and that it also influences the level and quality of exploratory behavior and play.

2. Alford, Roy W.; Hines, Brainard. Demonstration of Home-Oriented Early Childhood Education Program. Final Report. 1972 38p ED 069 391

Child Development; *Compensatory Education Programs; Disadvantaged Youth; Early Childhood Education; *Home Programs; *Parent Participation; *Preschool Learning; Program Effectiveness; *Rural Education

This is a report on a one-year demonstration of the Appalachia Educational Laboratory's home-oriented preschool education program conducted in Kanawha County, West Virginia, by the Kanawya County Board of Education It involves 150 children, ages 3,4, and 5 from rural isolated section who watched 170 daily television lessons broadcast over a commercial station. Participated in a weekly group session of 10 to 15 children in a mobile classroom facility under the direction of a certified teacher, and received a weekly home visit from a paraprofessional teacher. Evaluation included overall effectiveness to the program, relation of student achievement to areas of program emphasis and an assessment of parents' attitude toward the program. Pre- and post-testing revaled that, although the demonstration did not produce significant chages in IQ in comparison with the control group, such changes were obtained in the areas of pre-reading skills and in the overall achievement of the program's objectives. Parental attitude toward the program was highly positive. The successful operation of this demonstration of the hope program by the Kanawha County Board of Education indicates that comparable results may be obtained when the program is replicated by school districts.

3. Alford, Roy W. Home-Oriented Preschool Education: Program Overview and Requirements. 1972 38p ED 072 843

Educational Equipment; Educational Facilities; *Home Programs; *Instructional Television; *Mobile Classrooms; *Parent Participation; Parent Responsibility; Preschool Education; *Preschool Programs; Program Csots; Program Descriptions; Program Planning

The introductory volume to the Home-Oriented Preschool Education (HOPE) Program describes allelements of the program and the requirements for implementation. HOPE is an approach to education for 3-, 4-, and 5-year-old children that utilizes televised instruction, mobile classroom instruction, and parent instruction. This booklet is one of 7 designed to guide program implementation and operation. Areas covered are: (1) home-oriented preschool education-television motivates learning, group sessions for social learning, parent involvement extends learning, quality control; (2) a proven program--a brief description of the field testing; (3) program prerequisites--estimate student population, locate TV facilites, survey mobile classroom sites, orient and involve parents; (4) implementing HOPE/the field team-team members, facilites and equipment, operation costs, HOPE program organization; (5) implementing HOPE/materials production team-team members, facilites and equipment, operation costs; and (6) program options--materials production, classroom facilities, field team staffing. Appendices provide an estimated annual budget (which may reproduce poorly) and a list of HOPE development staff.

4. Annual Evaluation Report for Texas Child Migrant Program, 1970-71. 1971 92p. ED 085 165

Achievement Day Programs; Dropouts; Language Development; Mathematics; *Migrant Children; *Parent Participation; Personnel; *Preschool Programs; *Program Evaluation; Program Improvement ; Reading Development; *Summer Programs; Tables (Data)

The 1970-71 report for the Texas Child Migrant Program evaluates: participants; pupil personnel services; age-grade discrepancy; participation in major emphasis areas; parental involvement; migrant program personnel; summer institutes; staff development; the impact of Title I Elementary and Secondary Education Act (ESEA) Migrant Funds upon pupils in 20 extended day program; dropouts; graduate follow-up study of migrant children; child migrant preschool program; and the Texas Summer Child Migrant Program. The study of the ESEA program tries to determine if the efforts resulted in increased achievement as measured by standarized achievement tests. Major program objectives are to promote fluency in oral English and to raise readingcomprehension levels. The study evaluation includes findings for grades 2-8 and summary analyses of standardized test scores for reading, language, and mathematics. Overall recommendations for the entire Texas program are that, during FY 72, all school districts should implement a comprehensive Parental Involvement Program; th[illegible] institutions not willing to evaluate summer staff development activities should not be funded be ESEA; and that a special study be implemented to determine an adequate measure of migrant students' development.

5. App, Anne, Comp. Bibliography: Home-Based Child Development Program Resources. 1973 29p ED 078 925

*Abstracts; *Annotated Bibliographies; Child Development; *Home Programs; Learning Activities; Preschool Education; *Preschool Programs; Program Planning; Resource Materials

Entries in this annotated bibliography are recent, readily available resource materials to assist in all phases of planning and carrying out a home-based child development program emphasizing parent involvement. Most entries are abstracted.

6. The Appalachia Preschool Education Program: A Home-Oriented Approach. 1970 27p. ED 052 865

Culturally Disadvantaged; *Early Childhood Education; *Evaluation; *Home Instruction; Learning Activities; Mobile Classrooms; Objectives; Questionnaries; *Rural Education; Subprofessionals; *Televised Instruction

The strategy for attaining the objectives of the Appalachia Preschool Education Program was the development of a child-centered, home-oriented program to be delivered by means of television broadcasts, home visitation, mobile classrooms, and other media. It involved building a curriculum based on behavioral objectives and preparing materials and methods particularly appropriate for 3-, 4-, and 5-year-olds living in rural Appalachia. A timetable was set up to carry the program through a 5-year period. The planning period was from October 1967 to August 1968; field-testing began in September 1968 and was completed in May 1971; and all final reporting is to be completed by May 1972. The curriculum materials team set up natural groupings of objectives and from them developed units of work and an allocation of the time to be devoted to the units. All curriculum materials (E.G., tapes, children's worksheets, parent guides, mobile classroom guides) were produced by the curriculum materials team. "Around the bend," the television element, was a 30-minute broadcast aired 5 days a week from the end of September until mid-May. The home visitors were 8 women recruited from the area in which they worked. Their effort was directed toward helping the parent help the child. The mobile classroom was staffed by a professional preschool teacher and an aide. Ten locations were visited each week by the mobile classroom. The document provides a program description and a summary of results of the research carried on by the project.

7. Barbrack, Christopher R.; Horton, Della M. Educational Intervention in the Home and Paraprofessional Career Development: A First Generation Mother Study. 1970 34p. ED 045 190

Academic Aptitude; *Career Opportunities; Change Agents; *Home Programs; Home Visits; Intervention; Mothers; Parental Aspiration; Parent Attitudes; Parent Child Relationship; Parent Education; *Parent Participation; *Preschool Children; *Preservice Education; Testing

In 1968 the Demonstration and Research Center for Early Education (DARCEE) initiated a small study to build and utilize mother's skills (established in an earlier and major study) and to begin to construct and explore the feasibility of a "career ladder" for persons interested in early education. Subjects were 12 negro

preschoolers and their families. They were exposed to a 40 week program of home visits by slected mothers. The home visitors received a brief two-phase training program emphasizing the (1) goals of DARCEE and (2) demonstrations and activities to be used in subjects' homes. Subjects were tested in a pretest-posttest design on three measures of academic aptitude, one of which was a specially developed DARCEE instrument. Results indicate that no significant increases or decreases occurred. However, mothers involved as home visitors appeared to have increased self esteem, aspirations and expectations as a result of program participation. Appendixes make up almost 1/2 of this document.

8. Barbrack, Christopher R.; Horton, Della M. Educational Intervention in the Home and Paraprofessional Career Development; A Second Generation Mother Study with An Emphasis on Costs and Benefits. Final Report. 1970 45p. ED 052 814

*Career Opportunities; Cognitive Development; Compensatory; Education; Costs; *Home Programs; *Home Visits; Intervention; Low Income Groups; *Mothers; *Paraprofessional School Personnel; Parent Education; Preschool Children; Stimulation

The present study compared the relative effectiveness of three home visiting projects whose purpose was to train low income mothers to use commonly available materials and everyday events for the educational stimulation of their preschool children. The home visiting projects varied in terms of expense and professional qualifications of the home visitors. Data on general intelligence, concept development and maternal teaching style were analyzed to determine the effect of home visits on the child and mother and to compare treatment effects associated with each of the projects. In addition to the Stanford Binet and Peabody Picture Vocabulary Test used to test children's aptitude, two relatively new instruments were used: the DARCEE concept test for children, and an abridged version of the maternal teaching style instrument. Results of testing showed little difference between treatment groups and suggest a useful plan for involving paraprofessionals in a meaningful "career ladder" which results in an educational intervention project staffed entirely by paraprofessionals.

9. Barbrack, Christopher; And Others. A Guide For Home Visitors. (Preliminary Draft). 1970 197p. ED 055 644

Case Studies; Confidentiality; Family Environment; Home Programs; *Home Visits; Low Income; Mothers; Motivation; Objectives; *Parent Education; *Preschool Education; *Teacher Education; Teacher Role; *Teaching Guides; Teaching Techniques

To increase the educability of preschool children from low income homes, the Demonstration and Research Center for Early Education (DARCEE) devised a home visiting program to teach the mother to be an effective teacher of her child at home. The DARCEE guide is intended as one resource to help provide information for persons in training to be home visitors and to help trainees develop skills and attitudes necessary for changing maternal patterns of interaction where necessary. Home conditions that influence learning are discussed. A general description of the DARCEE approach is given along with a detailed record of an entire series of visits to one home, the program sought to involve the mother in community life along with strengthening her skills as a teacher at home. The future of home visiting as a benefit to the home visitor, to the family and to the community is described references and a glossary of terms are included. Appendix A lists suggested activities for home visits. Appendix B lists a sample unit.

10. Barnett, John. Fort Worth Project: Central Cities Educational Development Center. 1972 30p ED 067 159

Behavior Patterns; *Cognitive Development; Curriculum Guides; *Disadvantaged Youth; Educational Equality; Instructional Programs; Intervention; Learning Readiness; Parent Participation; *Preschool Programs; *Program Descriptions; Program Evaluation; *Social Development; Socioeconomic Influences; Teaching Models; Unit Plan

A learning model is designed to provide underprivileged children, aged 2 to 5, with opportunities and experiences to help develop academic skills, develop a positive self-image, develop confidence in capability to achieve, and provide essential physical necessities. Evaluation of the preschool educational system indicates that the program provides skills and traits necessary for full participation in American society and teaches children additional behaviors, values, and modes of communication with acceptance of and sensitivity to the child's home and neighborhood culture. The program begins instruction at a level consistent with the child's experiences and paces each additional step. Costs of about $3000 per year per student are found to be balanced by benefits in affective, cognitive, and psychomotor developments. Intervention is necessary for disadvantaged children to have a reasonable opportunity to be ready for school, and intervention employing this instructional program is more effective in producing cognitive and language

enhanced performance than that of conventional day care programs or public school programs serving children from the same socioeconomic and ethnic backgrounds.

11. Becker, Wesley C. Guide for Group Leaders for "Parents Are Teachers: A Child Management Program". 1971, 40p ED 080 154
Document not available from EDRS.

*Behavior Change; *Leaders Guides; *Parent Education; Parent Participation; *Parent Workshops; Punishment; *Reinforcement

This manual is designed to assist group leaders in training parents with the child management program, "Parents are Teachers". Activity outlines for each of the 10-week sessions show the teacher how to present parents with various kinds of reinforcement and discipline systems. Hypothetical situations are used to teach parents how they can encourage their children to help themselves. The teacher is encouraged to provide parents with small gifts for their children from time to time and to give awards to parents for perfect attendance. A related document, the Child Management Program Manual, is ED 047 826.

Availability: Research Press Company, 2612 North Mattis Avenue, Champaign, Illinois 61820 ($2.00; Copies of the 199 page manual are also available for $3.75)

12. Bilingual Education Project, Santa Clara County, California, Final Report, 1972. 1972 13p ED 067 182

*Bilingual Education; Community Involvement; Curriculum Evaluation; *Early Childhood Education; Internship Programs; Low Income Groups; *Mexican Americans; *Preschool Programs; Reports; *Spanish Speaking; Tutoring

The Spanish Dame Bilingual Education Project, located in Santa Clara County, California, served 190 children who came from homes where the primary language was Spanish and who resided within the target area schools of the Alum Rock School district. The objectives of the preschool project were (1) to demonstrate a home-teaching procedure designed to improve the concept formation and language development environment of 80 children, ages 3-4; (2) to train 16 women from the community as home tutors; and (3) to give training to the mothers of the project children for improvement of their teaching techniques with their own children. The in-school project, for children in grade K-2, attempted to improve their language skills

in Spanish and to provide a basic level of fluency in English. Some topics discussed are the training of paraprofessionals as home tutors; the development of a 1st and 2nd year curriculum in English and Spanish with the activities taught in Spanish; the instructional equipment and materials used; the parent-community involvement; the responsibilities of the project manager, preschool coordinator, in-school coordinator, and community resource assistant; and the implementation of a home intervention program, to include funding, personnel, training center, fringe benefits, substitutes, and evaluation instruments.

13. Butler, Annie L. Headstart for Every Child. 1972 58p ED 068 178

Auditory Perception; *Child Development; *Developmental Tasks; *Educational Games; Family Role; Individual Development; Learning Readiness; Listening Skills; Mathematics Education; Maturation; Play; *Preschool Education; *Readiness; Reading Readiness

An early learning kit provides a booklet on ten articles on educational head starts for children along with an activity packet for classroom use. The articles deal with: the crucial early school years; emotional preparation of the child; broadening a child's background; selecting toys and games; reading readiness; mathematical skills; learning to listen; special help for both the slow and fast learner; and advice for after the child begins school. These are directed at the parent. The activity packet includes recipes for snacks and for special projects (e.g., play dough, finger paint, vegetable printing, paste) and directions for various games. They include an alphabet-object lotto, the manuscript alphabet, a trip to the zoo, the number games, shapes and colors puzzle, and listening games.

Also available from: The Associated Press, 50 Rockefeller Plaza, New York, N.Y. 10020 ($2.00, packet #15, STK, No. 285-08840)

14. Cantor, Barbara, Chabrow, Sheila. Reaching Parents--The Why's and How's. 1972 20p ED 082 803
Document not available from EDRS.

Educational Objectives; Guides; *Nursery Schools; *Orientation; *Parent Education; *Parent Participation; *Preschool Education

This guide provides ideas for organizing and conducting orientation and inservice parent education programs in nursery schools (particularly cooperatives). It outlines items to be included in parent orientation meetings and enumerates the goals of a community nursery school.

Also discussed are suggestions for working with children, some excerpts from a parent education program in Alexandria, Virginia, and some program topics. A parents' library booklist, an observation checklist for visiting schools, and suggestions for stimulating more interest in parent education programs are included. (For related document, see PS 006 289)

Availability: PCPI, 20551 Lakeshore Road, Baie d'Urfe, Quebec, Canada ($0.50 for members; $0.75 for non-members)

15. Cardillo, Joseph P. The Development of Competence and the Child Development Team: A Program Proposal. 1972 4p ED 077 594

*Child Development; *Child Rearing; Cognitive Development; Culturally Disadvantaged; Home Visits; Interagency Coordination; Intervention; Mental Health Programs; *Parent Education; *Preschool Programs; Program Descriptions; Social Development

Several studies have suggested the importance of parent education in the prevention of incompetence. The child development and day care movements offer programs that show promise for preventing the incompetence associated with culturally deprived children. But many of these programs lack the elements necessary to break the cycle of poverty: (1) strong parent education components in child development and rearing; (2) high parent and community involvement in programming; (3) well-trained staff in child development and early childhood education; and (4) structured and concrete programs of language development that combine the cognitive, emotional, and motivational components of learning. The Bernalillo County (New Mexico) Mental Health/Mental Retardation Center is beginning a program in child development of preschool children through training their parents in development, education and child rearing. A child development team consisting of a child development associate will be assigned to work with each of 6 neighborhood mental health teams. The child development team will work closely with other children's agencies to foster normal development and make early identification of children with problems. The program will also develop a resource and training center to provide materials and training sessions for staff, other agencies, and parent groups.

16. Carrier, Bruce; Holmes, Monica. Clustering and the Selection of a Representative Sample of Parent-Child Centers for a Study of the Impact of the National Program. 1972 180p ED 069 353

Classification; *Cluster Analysis; Data Analysis; Data Collection; Family Programs; *Low Income Groups; *National Surveys; *Parent Participation; *Program Evaluation

Thirty-three parent-child centers (PCCS) are grouped into five clusters according to thematic orientation of content or intent for parents' and children's programs in order to provide models which may be viewed as strata in selecting centers as sampling points for Phase Il of the National PCC Evaluation--an in-depth study of project impact on low-income member families at the sample centers. The rationale is presented for the choice of the particular center to be studied within each cluster. Seven chapters make up the report, the first describing the techniques used to obtain the clusters, chapters II through VI describe the five clusters identified, the implications for impact which might be expected as a function of each model, and the characteristics of the center chosen to represent each particular model in Phase II. Chapter VII summarizes characteristics of PCCS selected as sampling points for the Phase II investigation of impact. Appendices are included on focus and leadership items, variables entered in preliminary clustering attempts, and additional data descriptive of the centers within each cluster.

17. Carrier, Bruce; Holmes, Monica. Report on Preliminary Impact Data from a National Survey of the Parent-Child Center Program. 1972 131p ED 069 352

Data Collection; Family Programs; *National Surveys; *Parent Chld Relationship; *Parent Participation; *Program Evalution

Preliminary data are reported on the impact of the National Parent-Child Center Program (PCC), related to what is termed an immediate criterion of impact. The information summarizes numbers of families served and types of services provided, without evaluative interpretation. Introductory remarks give information on the purpose of the report, background, method of procedure, and instruments used. Chapters then focus on 1) parents: who they are, what they do at the PCC, what has happened as a result of PCC membership, objective and subjective measures of its impact; 2) children: who they are, what they do, and what has happened as a reult of their PCC membership; and 3) staff: who they are, what they do, and the impact of PCC on them. Data are gathered from questionnaires and individually conducted interviews.

18. Chisholm, Joan. Reaching Parents-Parent Programming and Workshop Planning. 1972 11p ED 082 804
Document not available from EDRS.

Guides; *Parent Education; *Parent Participation; *Parent Teacher Cooperation; *Preschool Education; *Workshops

This booklet provides suggestions for organizing programs and workshops for parents of children in cooperative preschools. Workshop topics, suggestions for selecting speakers, and ways to encourage the attendance of fathers are discussed. A checklist to use in preparing for a workshopor conference includes reminders on arrangements for facilities, registration, speakers, materials and displays, publicity, etc. (For related document, see PS 006 283.)

Availability: PCPI, 20551 Lakeshore Road, Baie d'Urfe, Quebec, Canada ($0.50 for members; $0.75 for non-members)

19. Chow, Stanley; And Others. Early Childhood Education, Prep-37. 1972 57p ED 067 516

Child Development; Cognitive Development; *Curriculum Development; Differentiated Staffs; Disadvantaged Youth; *Early Childhood Education; Educational Objectives; Educational Programs; Educational Research; *Elementary School Curriculum; Instructional Materials; Intellectual Development; Intervention; Models; Parent Education; *Preschool Curriculum; *Program Descriptions; Skill Development; Social Development; Teacher Education

Programs that represent major curriculum development efforts in early childhood education are described as to goals and objectives, content and materials, classroom activities, parent involvement, professional and paraprofessional training, administrative requirements and costs, program development and evaluation, and program history and present status. The programs presented are the following: (1) Ameliorative Program (University of Illinois), (2) Appalachia Preschool Education Program (Appalachia Education Laboratory, Inc., Charleston, West Virginia). (3) The Bank Street Model (Bank Street College of Education, N.Y., N.Y.), (4) The Behavior Analysis Model (University of Kansas), (5) The Cognitive Curriculum (High/Scope Educational Research Foundation, Ypsilanti, Michigan), (6) Demonstration and Research Center for Early Education (DARCEE) (George Peabody College for Teachers). (7) Early Childhood Education Learning System (Southwest Educationl Development Laboratory, Austin, Texas), (8) East Harlem Block Schools (East Harlem Block Schools, N.Y., N.Y.),

(9) Education Development Center Open Education Model (Education Development Center, Newton, Massachusetts), (10) Engelmann-Becker Model (University of Oregon), (11) Florida Parent Education Program (University of Florida), (12) The Interdependent Learning Model ((New York University), (13) Primary Education Project (University of Pittsburgh), (14) Responsive Program (Far West Laboratory For Educational Research and Development, Berkeley, California), and (15) Tucson Early Education Model (University of Arizona). A bibliography and references from RIE are given.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.60)

20 Classroom on Wheels. 1972 27p ED 069 341.

*Classroom Design; *Disadvantaged Youth; *Educational Mobility; Itinerant Teachers; *Mobile Classrooms; Mobile Educational Services; *Parent Participation; Preschool Programs; *Program Evaluation; School Design; Specifications; Transportation

Designed for 3- and 4-year-old disadvantaged children and their parents, a mobile unit consisting of a renovated school bus turned classroom is described which travels to three areas daily for a 2-hour period. The program for children is designed primarily for developmental skills--visual, sensory, auditory, and cognitive. Activities emphasize language and concept development, the development of a positive self-image, and enrichment experiences. A program for parents operating concurrently includes home visits and contacts, group meetings, newsletters and homework, book, picture, and toy lending libraries, and a "Teaching Tiny Tots" lesson plan. Results are reported which exceed expectations in language and measured IQ gain as well as in personal and social development. Parents gained in knowledge of child growth and development. Appendices provide information on approximate costs for operation of a mobile classroom and on floor plans.

21. Community Cooperative Nursery School, Menlo Park, California: A Preschool Program Involving Mothers as Organizers, Helpers, and Decision-Makers. Model Programs--Childhood Education. 1970 15p ED 045 222

*Nursery Schools; Pamphlets; Parent Education; *Parent Participation; *Parent Responsibility; Positive Reinforcement; *Preschool Programs; *Readiness (Mental); Verbal Communication; Volunteers

This booklet discusses the community cooperative nursery school a program of preschool education for children from a wide range of socioeconomic levels. The involvement of mothers in the classroom, in special classes, and in decision-making, is an integral part of the program. Sources of more detailed information are provided for this program, specifically, and for model programs childhood education, in general.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:20161, $0.15)

22. The Comprehensive Early Childhood Education Network.
14p ED 071 733

Early Childhood Education, Educational Innovation; *Parent Participation, Parent School Relationship; Parent Teacher Cooperation; *Preschool Programs; Program Descriptions; *School Community Programs; Special Education; Special Programs

The Comprehensive Early Childhood Education Network (CECEN) is a city-wide, Title III-funded program in Philadelphia designed to provide: (1) information about already-existing programmatic approaches to early childhood education in the city; and (2) opportunities to begin the development of alternative approaches to staff, parental, and community participation in early childhood education. A District Advisory Council of 16 to 20 parents and professionals guides project activities. Explanation is given of the 3 interconnected components of the project: (1) a district-level information dissemination system; (2) a district-based training program for parents and professionals; and (3) a locally designed monitoring process that evaluates the effectiveness of both the district dissemination and training programs. CECEN provides as well a direct service to children through diagnosis and diagnostic therapy for preschool children with language, speech, and learning disorders. The programs offered include Get Set Day Care; Follow Through; Learning Centers; and special programs for the physically, mentally, and emotionally handicapped. A program directory and list of Philadelphia school officials are provided.

Also available from: The School District of Philadelphia, Administration Bldg., Room B-8, 21st and the Parkway, Philadelphia, Pa. 19103 (very limited supply)

23. De Hirsch, Katrina. 37P.; Paper Prepared Originally For the Interdisciplinary Committee on Reading Problems, Center For Applied Linguistics 1972 37p ED 057 888

*Disadvantaged Youth; Health Personnel; *Intervention; Language Instruction; *Learning Disabilities; Motivation; Parent Participation; Perceptual Motor Learning; *Preschool Education: Program Evaluation

The rationale of some current intervention projects that are designed to supply some environmental nurture (affective and cognitive) is discussed. Some major approaches used in these projects and problems related to early intervention are examined. Head Start and Montessori Programs are omitted. Strategies utilized in the programs discussed involve making use of health personnel; emphasize the importance of parent participation; develop competence in parents and thereby enhance their self-image, which in turn causes them to become more sensitive and responsive to the children's needs. Strategies that focus on preparing children for effective participation in the elementary grades are those concerned with neurological organization (Large motor training, visuo-motor and perceptual training, oral language training, and packaged programs). Approaches to learning concern the roles of motivation, operant conditioning, immediate reinforcement, and tutoring. The proper time to begin intervention is stated as being before the birth of the baby. Problems related to the design and the evaluation of intervention programs are discussed. To develop effective educational strategies, a number of theoretical and practical problems should be carefully explored. A series of operational intervention centers should be established, and these would feed information into a central agency designed to evaluate strategies and formulate policies for a national program.

24. Dusewicz, Russell A. The Parent Involvement Program. A Final Report. 1972 43p ED 077 553

Cognitive Development; Disadvantaged Groups; *Home Programs; Mother Attitudes; *Mothers; *Parent Child Relationship; *Parent Participation; *Preschool Programs; Program Descriptions; Program Evaluation; Social Development

The Parent Involvement Program was designed to help low-income disadvantaged mothers teach their young children during the infant and toddler stages at home to help prepare them for later school entrance. The first of two sessions began in the spring, 1972, with 19 mothers participating. A tutor visited each mother for one hour each week to discuss specific aspects of child development

and to provide her with specific related activities to work on with her child. The mother was asked to spend at least 15 minutes a day working with the child on the activities. One of the main objectives of the program was to give the mothers practical information with which to better understand both her child and her child's development. Most important, the activities were to serve as a bridge for mother-child interaction. The program initially consisted of 16 lessons. The Survey of Parent Attitudes was administered to each mother in an interview upon the completion of lesson 7. Each mother filled out a weekly progress sheet reporting the child's progress with the activities. After a break, the second session began with 15 of the same mothers. The program was considered successful: (1) there was a large increase in the amount of mother-child interaction; (2) mothers were a little more understanding of child behavior; and (3) children improved physically, mentally, emotionally, and socially.

25 Early Childhood Education: Report of the Task Force on Early Childhood Education. 1972 69p ED 069 375

Child Development; Community Cooperation; *Early Childhood Education; Environmental Influences; *Government Role; Instructional Programs; Intervention; Legislation; Parent Role; *Preschool Programs; *Primary Education

The results of the work of a special task force, the design for an early childhood education program for California is given which formulates goals, performance objectives, program content standards, and an evaluation system for an overall articulated program. Chapters are presented on: the rationale for change; parent-community involvement; physical, social, and psychological services; a diagnostic/prescriptive approach to learning; proposed curriculum; the learning environment; teacher preparation; implementation of the plan; a review of the related literature; contributions from other countries; nationally funded sources or information; the White House Conference on Children, 1970; and recommendations and alternatives of the education commision of the states. The task force recommendations call for publicly-supported primary schools for children aged 4 to 8, clearly defined goals, adequate funding, the involvement of the community, parent education and involvement, appropriate school environment, the availability of health and social services, and continued emphasis on staff preparation. Selected references are included.

Also available from: Bureau of Publications, Early Childhood Education Department, California State Department of Education, 721 Capitol Mall, Sacramento, Calif. 95814 (free)

26. Forrester, Bettye J. The Intervention Study with Mothers and Infants. 1971 9p ED 063 030

Behavior Development; Child Development; Data Analysis; Early Childhood; *Home Visits; Individual Development; *Infants; *Intervention; *Mothers; *Program Evaluation; Projects; Psychological Evaluation; Reinforcement; Testing

An intervention study with mothers and infants is discussed. The project staff consisted of two home visitors, a materials specialist, an infant examiner, and a project coordinator. This study assessed the effectiveness of the program for mothers and infants. Infant abilities and psychological development were tested and homes were rated. One home visitor worked directly in each home for a maximum of 24 home visits. Throughout the project, the home visitor demonstrated and reinforced behavior of the adult caretaker that provides for the physical, emotional, social, and intellectual development of infants. Data analysis indicated that a successful intervention program can be designed to affect favorably a wide range of functional areas in the behavioral development of infants.

27. Gordon, Ira J.; And Others. Child Learning Through Child Play. Learning Activities for Two and Three-Year-Olds. 1972 116p ED 065 206
Document not available from EDRS.

*Child Development; *Childrens Games; *Day Care Programs; Early Childhood; Intellectual Development; Language Development; *Learning Activities; *Parent Participation

Games through which parents, family day-care centers, and large day-care centers can provide learning opportunities for children are presented. The primary aim of these activities is to encourage intellectual and language development. The sections of the book, which are not arranged by age, are as follows: sorting and matching games, building an understanding of patterns, recognition games, word play, developing physical coordination, imaginative play, and creative activities.

Availability: St. Martin's Press, Inc., 175 Fifth Avenue, New York, N.Y. 10010 (Cloth, $6.95, Paperback,. $3.95)

28. Gordon, Ira J.; Guinagh, Barry J. A Home Learning Center Approach to Early Stimulation. 1969 22p ED 056 750

Cognitive Development; Data Collection; Economically Disadvantaged; *Home Programs; Language Development; Longitudinal Studies; Mothers; Nonprofessional Personnel; *Parent Education; Personality Development; *Preschool Children; *Self Concept; Social Relations; *Stimulation; Tables (Data)

The overall aim of this project is to continue the investigation of the effectiveness and practicability of a home-centered technique for cognitive, language and personality development of mother and child to help break the proverty cycle. The plan represents an innovation in family services which, if effective, would extend the reach of the professional and, in the long run, reduce the needs for such services as participants become more capable of meeting their own needs. The home or "backyard" center is the home of a mother in the project, who comes from the disadvantaged population. Workload consists of four days (eight sessions) with children and one day of in-service educational training. Although aides and advocates are used in a variety of projects, the type of professional responsibility, decisi[illegible]making and role assignment of the non-professional in this [illegible]ct is unique. The research plan of the project, methods of p[illegible]dure, treatment plan, development of materials, home center, and parent education are topics discussed in this report.

29. Gordon, Ira J. A Home Learning Center Approach to Early Stimulation. 1971 66p ED 056 760

Cognitive Development; Economically Disadvantaged; Flow Charts; *Home Programs; *Home Visits; *Infants; Instructional Materials; Mothers; Nonprofessional Personnel; *Parent Education; Parent Role; Personality Development; Self Concept; *Stimulation; Tables (Data)

Approximately 258 mothers and their children (aged 3 months to 3 years) participated in a home visit program using paraprofessionals as home visitors on a once-a-week basis in the first two years of life. Combined with a small-group setting for four hours a week for children 2 to 3 years old. Findings indicate that such a home learning center approach to early stimulation can lead to (1) improved cognitive performance of the children as a function of time in the program and (2) positive attitudes and behaviors of mothers toward their children. The relationships between maternal attitude and behavior to child performance found at ages two and three provide support for the development of parent-oriented service programs.

30. Gordon, Ira J. Parent Involvement in Compensatory Education. 1970 89p ED 039 954.

Cognitive Development; *Compensatory Education Programs; Cultural Disadvantagement; Cultural Factors; Emotional Development; Environmental Influences; Family Environment; Intervention; Parent Education; Parent Influence; *Parent Participation; Preschool Children; *Preschool Programs; Research Projects; *Research Reviews (Publications)

This monograph considers the effects of the family on the intellectual and personal development of the child, and the effects of culture upon the family's way of life, and thus, on the child. In a survey of early compensatory education projects, university based programs, and school and community programs are described. Program organizational questions discussed are: locus of control, location of service, purposes and goals, and the use of personnel. A status report of parental participation in compensatory education is given and program content for parental involvement is discussed, with emphasis on the importance of home visitation programs. The need for improved research and evaluation design and methods is stressed.

Also available from: University of Illinois Press, 54 East Gregory, Champaign, Illinois 61820 ($2.50)

31. Gordon, Ira J.; And Others. Reaching the Child Through Parent Education: The Florida Approach. 1969 130p ED 057 880

Child Development; *Disadvantaged Youth; Early Experience; Economic Disadvantagement; Environmental Influences; Family Environment; Indigenous Personnel; Infant Behavior; *Infants; *Intervention; Mental Development; Mothers; Parent Child Relationship; *Parent Education; Research Projects; *Stimulation; Verbal Development

Activities of the institute for development of human resources provide the information contained in this document. This first large-scale project of the institute was in parent education of disadvantaged mothers in the North Central Florida area. The purpose of the project was to investigate a way in which early intervention into the lives of babies might break the poverty cycle. The intervention technique being the use of disadvantaged women in teaching mothers how to stimulate their infants. As a result of this project, the institute became one of the program sponsors for the follow through program, which reflects the synthesis of strong institute interests--parent

education, cognitive and language development, and systematic observation. The 11 papers of which this document is comprised represent individual studies resulting from either the original project or from the follow through program. The chief topics of discussion are: the disadvantaged infant; and the parent educator as a paraprofessional agent of change in the education of the disadvantaged.

32. Gordon, Ira J. What Do we Know About Parents-As-Teachers? 1972 10p ED 065 788

Cognitive Development; Family Influence; Family Relationship; Family Role; *Intellectual Development; Mother Attitudes; *Parent Attitudes; *Parent Child Relationship; Parent Participation; *Parent Role; *Parents

This paper is a general discussion of parents-as-teachers. This topic is approached from the standpoint of natural observation studies and laboratory studies. The natural field observations have been made in homes and in other settings, in which the main analytic technique was correlation. Numerous investigators have examined relationships between classes of parent behavior or even specific parent behaviors and classes of child behavior. The second approach of experimentation and quasi experimental studies have used laboratory and field situations to test, under somewhat standard conditions, what parents actually do when they behave as "teachers." Usually the latter term is narrowly defined as giving didataic instruction. The author concludes this report with the presentation of four answers to the question, "what do we know about parents as teachers?" The primary answer was that it is evident that what parents do in the early years in their various roles does influence child intellectual performance.

33. Grotberg, Edith H. Early Intervention for the Disadvantaged: Does it Influence Reading Achievement? 1971 19p ED 056 326

Community Involvement; *Compensatory Education Programs; Conference Reports; Cultural Disadvantagement; *Disadvantaged Youth; *Early Experience; Intelligence; *Intervention; Learning Disabilities; *Literature Reviews; Parent Participation; Program Effectiveness; Program Improvement

Deprivation may take many forms: malnutrition, understimulation or overstimulation, limited language or social-emotional experiences, and others. The more extended the time of the deprivation, the greater the problem of amelioration. Research has shown that children who experienced deprivations do respond to early intervention and improve their performance. Intervention may take many forms and to some extent depends on the observed deprivation or assumed deficit. However, the outstanding intervention programs have in common clearly stated objectives, curricula consistent with objectives, high professional-paraprofessional ratio, individual instruction attention, and parent involvement. Three exemplary programs are the demonstration and research center for early children in Nashville, Tennessee; The Institute for Developmental Studies in New York; and Learning to Learn in Jacksonville, Florida. One persistent problem concerns the long-range impact of programs. In order to gain permanent results, we should (1) find ways to develop the children's intelligence instead of merely teaching them skills; (2) seek the help and cooperation of parents, as well as the involvement of the entire community; and (3) initiate follow-through programs to provide a continuity of good programs.

34. Hamilton, Marshall L. Evaluation of a Parent and Child Center Program. 1970 16p ED 045 189

Child Development; *Comprehensive Programs; Disadvantaged Groups; Family Environment; Intervention; Mexican Americans; Migrant Child Education; Migrant Education; *Parent Child Relationship; Parent Education; *Parent Participation; *Preschool Children; Program Evaluation; *Stimulation; Teacher Aides

In the particular intervention program described, children under 3 years of age are given a nursery school type of experience five days a week for eight or more hours a day, with program emphasis on stimulating retarded development. Mothers are given inservice training averaging 3 hours per week, stressing development of mothers' self-concept, general handling of the child, language development of the child, physical care, and development of child's gross and fine motor control. A minimum of 10 weeks of paid participation as a teacher aide is available for each of the mothers. Data are reported for an 11-month period on 18 families from two centers that primarily serve Chicano migrant families. Children were pre- and posttested on measures to determine motor, language, and social development and, in addition, a test was given to assess the stimulation potential of each child's home. Conclusions must be tentaive in the absence of a control group, but postest scores indicated a significant improvement in the amount and quality of developmental home stimulation. Subtest scores showed the greatest improvement in the areas of language development and developmental and vocal stimulation.

35. Harper, Randolph T.; And Others. Treating the Mother-Child Dyad in the Nursery School. 1972 18p ED 077 573

*Child Development Centers; *Child Psychology; *Mother Attitudes; *Nursery Schools; Parent Child Relationship; *Parent Education; Preschool Education; Psychotherapy; Speeches

A preliminary report is provided on a therapeutic nursery school program at Louisiana State University Medical Center in New Orleans. The program emphasizes the mother-child unit rather than the child as a single individual. Within the mother-child relationship, attention is given to altering perceptions and expectations, to experience of and sharing of affect, and to the development of new behaviors and practices. Long- and short-term treatment goals are set for each mother-child unit. There are therapist-educators for the children and educators for the mothers. Examples of the treatment process are provided.

36. Hines, Brainard. Results of Parent and Student Reaction Questionnaire. Technical Report No.8. 1971 6p ED 052 836

*Home Visits; Nonprofessional Personnel; Observation; *Parent Attitudes; *Preschool Programs; *Questionnaires; *Student Attitudes

In order to evaluate the changes in parent and student attitudes toward the various components of the Early Childhood Education (ECE) Program, the paraprofessional home visitors were asked to complete a ten item questionnaire based on their observations of the family's reactions to each of three components (TV program, home visit, and mobile classroom). The questionnaire was completed on a weekly basis for a sample of approximately 80 families normally visited by the paraprofessionals. Graphical analysis of the weekly changes in attitude of parents and children showed a similar pattern for individuals exposed to the mobile facility and those who were only visited by the paraprofessional. Although attitude toward the program remained at a highly positive level throughout the year, it decreased slightly in late October, early Janurary, and late February. Both parents' and children's attitudes followed this same pattern, although the parents were consistently more enthusiastic about the program. A summary of AEL Early Child Education Program is available as ED 052 837.

37. Honig, Alice S. Infant Development Research: Problems In Intervention. 1972 32p ED 062 008

Attitudes; *Child Development; Economic Disadvantagement; Emotional Development; Evaluation; Home Visits; Individual Differences; *Infant Behavior; *Infants; Interpersonal Competence; *Intervention; Low Income Groups; Models; Mothers; Motivation; Parent Child Relationship; Parent Education; Planning; Problem Solving; *Research; Role Perception; Social Development; Social Workers; Teachers; Tutoring

A study of the advantages and disadvantages of various types of infant care provided by someone other than the mother is presented. Problems listed as occurring in intervention programs include: maternal-child attachment, individual differences among infants, planning problems, and emotional-social development. Types of intervention studied are: the center model (outside-the-home center), the tutorial model (within a home setting), the home-visit model, and the parent-group model (teaching of parents). Role of the caregiver is conceptualized as follows: (1) home vistor - a guest having a position of low power in the home, and (2) teacher - one who aids the child in achieving a sense of competence. The point is made that evaluation of caregiving programs for low-income children is difficult and often confounded by complex motivational factors, such as a mother's attitudes toward intervention. The importance of dissemination of infant programs is stressed.

38. Howard, Norma K., Comp. Mother-Child Home Learning Programs: An Abstract Bibliography. 1972 47p ED 060 962

*Abstracts; *Annotated Bibliographies; Bibliographic Citations; Child Development; Guides; *Home Instruction; *Learning Activities; Mothers; *Parent Child Relationship; Parent Participation; Parent Role; Periodicals; Research; Teachers

The intent of the programs described in publications cited in this bibliography is to help parents in the home setting to become better parents of their young children. Studies show that home programs in which the parent is involved as teacher benefit not only the target child, but a total of 71 abstract annotations and 10 journal references are included.

Also available from: College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Avenue, Urbana, Ill. 61801 (Catalog No. 1300-21, $0.80)

39. Huntington, Dorothy S. Programs for Infant Mothering to Develop a Sense of Self and Competence in Infancy. 1971 19p ED 056 748

*Child Care Workers; Day Care Services; Disadvantaged Groups; Emotional Development; Foster Homes; Home Visits; Infants; Intellectual Development; *Intervention; Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Participation; *Self Concept; Socialization

Intervention programs for the disadvantaged should be based on an understanding of the behavior and attitudes of people in poverty. Poor people share a sense of hopelessness and helplessness, a lack of belief that they can change their situations, and low self-esteem. Programs to train child care workers who are themselves disadvantaged (parents, foster home mothers, day care and institutional staff) should show trainees that what they are doing is important, and that how they stimulate and interact with the children in their care can vitally affect the children's development and chances for the future. This objective can be accomplished by involving parents and staff in decision making, showing respect for them as individuals and respect for what they know, and discussing with them the babies' preferences and individual styles. To effect meaningful and lasting changes in children, parents must be involved in intervention programs. Such programs should stress respect for cultural differences and for parents' choices on how to raise their children, coupled with constant and intensive support for the caregivers.

40. Implementation of the Toy Lending Library in the State of Utah. Summary Report, 1971-72. 1972 81p ED 076 255

Field Studies, *Libraries; *Parent Education; *Parent Participation; Preschool Education; *Preschool Programs; Program Descriptions; Program Planning; State Programs; *Toys; Workshops

The Toy Library program trains parents to use a limited number of educational toys to teach specific skills , fundamental concepts, and problem solving behaviors to their own three- and four-year-old children. The program is designed to fill the educational needs of the many three- and four-year-old children who are not participants in some other organized educational program. Parents are given an eight-week course, held once a week for about two hours, on how to faciliate the educational development of their children. In addition to the background of the development of the program, the following are discussed: (1) the fall 1971 teacher training workshop; (2) fall 1971 planning activities of each of the participating school districts and three workshops; (3) Utah school

districts planning to implement the program; (4) summary of responses to the evaluation questionnaire filled out by teachers; (5) meeting the 1971-72 goals-- to implement the program in at least one school in at least ten Utah school districts, to conduct at least three teacher training workshops, to have at least two followup visits to each school conducting the program, and to prepare a comprehensive implementation plan for the program for the State; and (6) recommendations. Letters and other materials used in the program are presented in appendices.

41. Jorde, Paula. Living & Learning with Children: A Handbook of Activities for Children from Three to Six. 1973 65p
ED 085 082
Document not available from EDRS.

Art Activities; *Childrens Games; Cognitive Development; *Concept Formation; *Early Childhood; *Learning Activities; Mathematics; *Parent Participation; Reading Readiness; Science Activities; Sensory Experience

This handbook of activities is designed to help parents (or preschool teachers) present interesting learning games to children, ages 3-6 years. Activities are grouped into the following categories: (1) Sensory Awareness, (2) Getting Ready to Read and Write, (3) Learning Math Concepts, (4) Discovery through Science, (5) Creating through Art and Music, and (6) What's Cooking? Photographs and illustrations are included.

Availability: Paula Jorde, 217-B 10th St., S.E., Washington, D.C. 20003 ($2.00, discount on quantity orders)

42. Karnes, Merle B.; And Others. Educational Intervention At Home by Mothers of Disadvantaged Infants. 1970 9p
ED 039 944

*Compensatory Education Programs; Culturally Disadvantaged; *Home Programs; Intervention; Mothers; Parent Education; *Parent Participation; Positive Reinforcement; Preschool Children

The use of mothers of disadvantaged children as agents of educational intervention is investigated in this study. (The complete report will appear in the December, 1970, issue of "Child Development.") The program was designed to aid children's development and to foster a sense of dignity and value in the mothers. One caucasian and 15 negro mothers, all from poverty environments, completed the 15-month training program. The initial ages of their children who

participated in the program were between 13 and 27 months. The training program for the mothers consisted of a 2-hour meeting every week at which they learned teaching techniques based on the principles of positive reinforcement. The mothers were asked to use these techniques with their children every day. Though an actual control group could not be maintained, comparisons were made with a matched group and with a group of siblings who were not taught with the reinforcement technqiues. Comparisons based on the Stanford-Binet, and the Illinois Test of Psycholinguistic Abilities revealed the post-program superiority of the experimental group over both the matched group and the sibling group.

43. Lally, J. Ronald. The Family Development Research Program: A Program for Prenatal Infant and Early Childhood Enrichment Progress Report. 1973 37p ED 077 575

*Child Development Centers; Control Groups; *Early Experience; Experimental Groups; *Intervention; Longitudinal Studies; *Low Income Groups; *Parent Education; Parent Participation; Program Descriptions; Research Design; Technical Reports; Test Results

This progress report on the Family Development Research Program for 108 low-income families, conducted at Syracuse University Children's Center, provides information on a longitudinal comparison instituted when the program children reached 36 months of age. The families of the children were matched to control families on a number of variables. Analysis of the study data provided the following findings: (1) center children scored significantly higher on the Stanford-Binet Intelligence test than did controls from a low-education group, but not as high as controls from a high-education group; there were few differences among the three groups on the Illinois Test of Psycholinguistic Abilities; (2) on the Schaefer Classroom Behavior Inventory, the center children had greater than median responses on all the items reflecting social and emotional developmental maturity, and had responses below the median on social and emotional items reflecting developmental immaturity, on the Beller Scale, results showed that the center children had developed very superior attention and persistence habits, satisfaction and interest in work, and the ability to carry out tasks autonomously and with initiative; the Schaefer Classroom Checklist was found a powerful predictor of 36-month IQ; (3) on the Self-Esteem and Emmerich's Observer Ratings of Children, the center children rated high on the self-esteem rating scales, and the group mean on the entire scale was relatively high; results from the Emmerich showed that the program children appeared to be more involved, expressive, relaxed, active, energetic, stables, social, assertive, independent, constructive, purposeful, affectionate, socially secure, flexible, and happy than controls; and (4) nutrition in center and control families was good,

44. Levenstein, Phyllis; Sunley, Robert M. Aiding Cognitive Growth in Disadvantaged Preschoolers. 1968 82p ED 059 792

Cognitive Development; *Demography; Disadvantaged Youth; Games; *Home Programs; Home Visits; Intervention; Low Income Groups; *Mothers; Parent Child Relationship; *Preschool Children; Tables (Data); Toys; *Verbal Communication

Progress during the first two years (1967-1968 and 1968-1969) of a three-year home-based, mother-child intervention program called the Verbal Interaction Project is described. The project was planned for the cognitive enrichment of preschoolers 2 to 4-years-old, from lower income families. The program utilized specially trained home visitors, called toy demonstrators, who visited mother-child pairs twice weekly over two 7-month periods. The toy demonstrator presented the child with 28 toys and books, and stimulated verbally oriented play by acting as a model for the mother. The mother utilized the information in her interaction with the child to develop the potential for verbal interaction when they played with the toys and books, Results of the intervention method showed that it was an effective agent for cognitive and verbal growth in the program children. The design, subjects, procedures, materials, data management, findings, and summary of findings are presented. The text is illustrated with 19 tables. Proposed plans for the third year of the project are presented along with projection of future research. Appendixes present the four data cards that are utlized in the program. References are included.

45. Levenstein, Phyllis. Fostering the Mother's Role in the Cognitive Growth of Low Income Preschoolers: A New Family Agency Function. 1969 11p ED 059 789

Childrens Books; Cognitive Development; Comparative Analysis; *Home Programs; Home Visits; *Mothers; Nonprofessional Personnel; Parent Child Relationship; *Preschool Children; Professional Personnel; Stimulation; Toys; *Verbal Communication; *Volunteer Training

The verbal and cognitive effects of both a toy demonstrator and a similar home visitor who abstained from stimulation techniques were studied in the verbal interaction project. Three groups of children, totalling 54, participated in the study from July 1967 through June 1968. One group received "double intervention" (toy demonstrator), another received "single intervention" (home visitor). and a third group received no intervention. All groups received psychological testing before and after the seven-month experimental

intervention period. The experiment and results confirmed the ability of the mother-child home program to raise significantly the initially low mean verbal and general IQ's of the children exposed to "double intervention." The toy demonstrators used in this program were trained and experienced social workers; however, nonprofessionals personnel were trained to assume toy demonstrator role. Two groups were given training--family agency volunteers, and women who had been mother-participants. The effects of using nonprofessionals have not been evaluated.

46. Levenstein, Phyllis. Individual Variation Among Preschoolers in a Cognitive Intervention Program in Low Income Families. 1969 21p ED 059787

Behavior Patterns; Case Studies; Cognitive Development; Disadvantaged Youth; *Home Programs; *Indvidual Differences; *Intelligence Quotient; *Intervention; Low Income Groups; Mothers; Parent Child Relationship; *Preschool Children; Verbal Communication

The range of cognitive gains made by low-income preschool children in the home-based mother-child home program is discussed as to the causes of the wide variability found. At the end of one year (October 1967 to May 1968) in the program, 33 low-income preschoolers made an average Stanford-Binet IQ gain of 17 points. The varibility within this group ranged from a gain of 33 points to a loss of 7 points. The average IQ gain for 26 similar children new to the program in the following year (October 1968 to May 1969) was approximately 11 points, with a variability ranging from a gain of 24 points to a loss of 4 points. The first group was divided, at the 17 mean point gain in IQ. Into high gainers and low gainers (from -7 to 8 points). The seven children who were identified as low gainers evidenced a common pattern of verbally related behavior within the intervention itself, which appears to be characterized by social and cognitive immaturity and by a relatively frequent negative affective tone; six of the seven were also related by an indication of unhappiness in family relationships. It is felt that the factors, beside the program itself, which are associated with high and low cognitive gain, should be identified. Nine case studies of children in the first year of the program are given as illustrations.

47. Levenstein, Phyllis; And Others. Manual for Replication of the Mother-Child Home Program. (Preliminary Version, for Field-Testing). 1971 47p ED 059 790

Disadvantaged Youth; *Home Programs; Instructional Materials; Low Income Groups; *Manuals; *Mothers; Parent Child Relationship; *Preschool Children; Program Administration; Program Descriptions; Stimulation; *Verbal Communication

Information to assist local institutions in operating mother-child programs is provided in this manual as part of the verbal interaction project. Following an introduction, the manual discusses the following topics: (1) ingredients and procedures of a mother-child program, (2) major program components, (3) administrative and other practical matters, (4) helpful hints, (5) six actual home sessions, (6) suggested time tables for program operation, and (7) program dissemination policies and activities. Suggested readings are listed, and three appendixes are included: A. criteria for verbal interaction stimulus materials; B. program service kit of mimeographed material available from verbal interaction project; and C. sample guide sheets from toy demonstrator's visit handbook.

48. Levenstein, Phyllis. Mothers as Early Cognitive Trainers: Guiding Low-Income Mothers to Work with Their Pre-Pre-Schoolers. 1971 25p ED 059 786

Cognitive Development; Disadvantaged Youth; *Home Programs; Home Visits; Instructional Materials; *Intervention; Low Income Groups; *Mothers; Nonprofessional Personnel; Parent Attitudes; Parent Child Relationship; *Preschool Children; Stimulation; Tables (Data); Test Results; *Verbal Communication

The mother-child home program was planned as a home-based, two-year cognitive intervention method. Women with varied incomes and education, both volunteer and paid, made 30-minute home visits twice weekly to help mothers become cognitive trainers of their own toddlers (starting at age two). Mother-child verbal interaction was stimulated with gifts of attractive, self-motivating materials, chosen because of their suitability to the child's developmental level, and their potential for verbal interaction when used in play between mother and child. Interveners, called toy demonstrators, guided mothers to use the verbal interaction stimulus materials (VISM) in an atmosphere that was spontaneous, relaxed, and most importantly, nondidactic. Most low income mothers seemed to welcome any kind of cognitive intervention designed to help their children do well in school. Other mothers were resistant, yet appeared cooperative because it was difficult for them to make verbal refusals. A brief appendix highlights several toy demonstrators' descriptions of successful mother-involvement techniques.

49. Levenstein, Phyllis. Toy Demonstrator's "Visit" Handbook. 1969 10p ED 059 788

Childrens Books; Disadvantaged Youth; Guides; *Home Programs; *Home Visits; Low Income Groups; *Mothers; Parent Child Relationship; *Preschool Children; Stimulation; Toys; *Verbal Communication

The role of the toy demonstrator in a home-based mother-involved intervention effort (verbal interaction project) is presented in this handbook for staff members. It is believed that the prerequisites for functioning in the toy demonstrator's role are a sense of responsibility, patience with the children and their mothers, and willingness to be taught. The toy demonstrator's duties consist of twice-weekly home visits to introduce and stimulate verbally oriented play between mother-child pairs using project toys and books. The toy demonstrator must attend a weekly group confernece to learn the verbal interaction techniques for each new toy or book. During this conference, the toy demonstrators evaluate toys or books used in previous home sessions. The visit (verbal interaction stimultion techniques) approach used in the program has proven successful in stimulating low-income mothers and their preschool children to interact verbally in ways that benefit the child's later success in school.

50. Levenstein, Phyllis. Verbal Interaction Project: Aiding Cognitive Growth in Disadvantaged Preschoolers Through the Mother-Child Home Program; July 1, 1967 - August 31, 1970. Final Report. 1971 70p ED 059 791

Cognitive Development; Disadvantaged Youth; Females; Games; *Home Programs; Home Visits; Intelligence Quotient; Intervention; Low Income Groups; *Mothers; Negro Youth; Nonprofessional Personnel; Parent Child Relationship; *Preschool Children; *Program Evaluation; Stimulation; Tables (Data); Toys; *Verbal Communication

The design, procedure, and results of research conducted for three years in the verbal interaction project are discussed. The major hypothesis tested was that the general and verbal intelligence of low-income subjects exposed to stimulation of verbal interaction in mother-child dyads would rise significantly. A second hypothesis tested was that such a rise would be greater in two-year-old than in three-year-old children. In each of the three years, there was confirmation of the major hypothesis; however, the second hypothesis was not supported. The close tie between language and cognition was demonstrated. Program children made and retained significantly

higher gains than did children in contrast groups. In its current version, the mother-child home program is a home-based, mother and family involving, two-year method (seven months each year), utilizing nonprofessional women of varying income and education as volunteer or paid interveners called "toy demonstrators." This method is used to stimulate mother-child verbal interaction around gifts of 11 toys and 12 books, in semi-weekly, half-hour home visits. Results show that the mother-child home program was cognitively effective with 98 low-income preschoolers, most of whom were negroes. Follow-up results with 41 subjects, 20 months after pretesting showed on IQ gain retention of 15.9 points.

51. Mann, Marlis. The Effects of a Preschool Language Program on Two-Year-Old Children and Their Mothers. Final Report 1970 67p ED 045 224

Concept Formation; Evaluation Techniques; Group Counseling; *Language Development; *Language Programs; *Mothers; Parent Child Relationship; *Parent Education; *Preschool Children; Program Effectiveness; Syntax; Verbal Communication; Video Tape Recordings

A study was made to determine whether a structured language program for 2-year-old educationally disadvantaged children and a complementary structured language program for their mothers would significantly affect the language behavior of mothers and children. Twenty-four lower socioeconomic status mothers and their 2-year-olds were placed in the following three groups: (1) language treatment, (2) Counseling and day care treatment, and (3) control with no treatment. Hypotheses were tested which concerned language styles and mother-child interaction patterns. Experimental language group children and mothers received treatment (verbal reinforcement, elaboration and extension) for 1 1/2 hours, 2 days a week for 10 weeks. Mothers in the counseling group received counseling on matters of concern to low income black mothers for 3 hours daily, once a week for 10 weeks. Their children were in day care for that period of time. Pre- and posttest of mothers and children in the two experimental groups were made using a syntax measure and language program (A) produced a significant change in the syntax style of mothers and the pattern of verbal interaction between mothers and children, and (B) effectively changed the syntax style of the children.

52. McNally, Lawrence. Living Room School Project. Final Evaluation Report, 1972-1973. 1973 150p ED 082 850

Cognitive Development; Disadvantaged Youths; Emotional Development; Home Instruction; *Home Programs; *Parent Education; Parent Participation; Preschool Curriculum; *Preschool Evaluation; *Preschool Programs; *Television

This report is an evaluation of the Living Room School Project, in Nassau County, New York, which stresses the use of home settings for a preschool program that involves children and parents. The project's major objective was to help parents meet their child's needs as parents learn to recognize themselves and their home as educational resources. The curriculum emphasizes activities indigenous to a home setting, and is designed to promote cognitive and affective development. A television component of the program was developed to create a pilot TV series that demonstrates for parents effective childrearing practices. The Living Room School Cognitive Assessment Inventory, developed by project staff, was used to assess cognitive growth in 120 preschool subjects. The children involved in the project performed significantly better as a group than the control children. The scores of the project children on a modified version of the Preschool Behavior Q Sort indicated that significant growth in affective behavior had occurred. The program's objectives, weaknesses, and proposed remedial actions are discussed critically.

53. Micotti, Antonia R. Dame School Project (Bi-Lingual Pre School Project), Santa Clara County Office of Education. Final Report, August 1, 1970. 1970 32p ED 046 514

Bilingual Education; Changing Attitudes; *Concept Formation; Curriculum Development; Educational Programs; English (Second Language); Family Environment; *Home Programs; *Language Development; Low Income; *Mexican Americans; Mothers; Parent Education; *Preschool Programs; Teacher Aides; Testing

The objectives of this 1-year project were (1) to demonstrate an at-home procedure of teaching in order to improve the concept formation and language development environment of 40 children (3-5 years) residing in low income homes where the primary language was Spanish; (2) to train 11 women from the community as home teachers; and (3) to give training to the mothers of the project children so that they could improve their teaching techniques with their own children. The pretests and posttests administered were the test of basic language competence, given in Spanish, and the maternal teaching style instrument (mother/child test) given in Spanish. After the year, the children demonstrated marked improvement in concept and language development; all home teachers had received 370 hours of inservice and preservice training; and mothers showed considerable changes in terms of attitudes, educational materials apparent in

the homes, and upkeep of themselves and their homes. The report recommends extension of the curriculum to kindergarten, revision of training models and development of "home packets" for the project children.

54. Model Programs Compensatory Education: Mother-Child Home Program, Freeport, New York. 1972 21p ED 069 419

*Cognitive Development; *Compensatory Education; *Disadvantaged Youth; Environmental Influences; *Intervention; Learning Motivation; Mother Attitudes; Parent Role; Preschool Programs; Speech; Toys; *Verbal Communication

The Mother-Child Home program was designed to modify the Early Cognitive Experience of Preschool Disadvantaged Children by "intervening" with a series of verbal stimulation activities planned to raise the child's measured IQ. Intervention was timed to occur with early speech development and within the context of family relationships. The program provided for structured verbal interaction between 2- and 3-year-old children and their mothers, centered around toys and books brought as gifts to the child by a trained program staff member. The program had four major components: 1) a focus on mother-child pairs; 2) the use of trained toy demonstrators who worked with the mother and child in their home; 3) verbal interaction stimulus materials (VISM) consisting of toys and books which formed the basis of the relationship; and 4) supervision, including selection of VISM according to specific criteria, development of methods to insure proper presentation of VISM, and monitoring the work of the toy demonstrators with each pair. Children in the treatment group showed statistically and educationally significant IQ gains when both professional social workers and trained nonprofessionals were used as toy demonstrators.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5,237:37085, $0.20)

55. Model Programs Compensatory Education: Preschool Program, Fresno, California. 1972 19p ED 069 421

*Compensatory Education; Cultural Factors; Curriculum Guides; *Demonstration Programs; *Disadvantaged Youth; Educational Experience; Ethnic Groups; *Language Development; Learning Motivation; Parent Role; *Preschool Programs

Part of a series of various model programs which informs educators about successful ongoing programs, the report describes the Fresno, California, preschool program that began as a pilot project serving 45 preschool, disadvantaged children during the 1964-65 academic year, and which during the 1969-70 academic year served 750 students at 19 elementary schools. The major components of the program are: 1) language, cognitive, motor, and social skill instruction; 2) adult to pupil ratio of 1:5; 3) health services; 4) intense community and parental involvement; and 5) continuing staff development. Personnel and methodology are described, with specific examples given of program activities which are designed to develop a functional english vocabulary and listening and speaking skills. Songs and poetry are especially effective in teaching the spanish-speaking child. Results of the Peabody Picture Vocabulary tests indicate that the program has consistently raised the IQ of its participants by approximately 10 to 15 points, regardless of their ethnic origin, suggesting that the program is a continued success.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5.237:37089 $0.20)

56. Morreau,Lanny E., Ed. Strategies for the Design of Parent Training Programs: Intellectual Stimulation and Motivation of Young Children. 1972 82p ED 073 686
Document not available from EDRS.

Behavior Change; Cognitive Development; Educational Programs; Instructional Television; Intellectual Development; Intellectual Experience; *Learning Activities; Mentally Handicapped; *Motivation; *Parent Child Relationship; *Parent Education; Parent Influence; Parent Role; Program Development; *Reinforcement Training Techniques.

A summary of the input of seven professionals to the planning and development of a parent-training program, "Teaching Your Child", is presented in this report. The articles included are written as applied demonstrations of decision rules to be incorporated into programs for helping parents stimulate their children intellectually. A brief discussion of the problem toward which the project was directed is presented first, followed by a general review of the literature delineating the major areas to be discussed. The papers deal with activity development and implementation by parents, behavior modification techniques, potential tutoring of mentally retarded children, and behavioral engineering for family life. A paper describing the incorporation of this information into the "Teaching Your Child" program concludes the report.

Availability: CEMREL, Inc., 1640 East 78th Street, Minneapolis, Minnesota 55423 (no price quoted)

57. Nimnicht, Glen P.; And Others. An Evaluation of Nine Toys And Accompanying Learning Episodes in the Responsive Model Parent/Child Component. 1970 41p ED 045 205

*Childhood Interests; Educational Games; *Evaluation Methods; Learning Activities; Parent Education; *Parent Particiaption; *Parent Role; Preschool Children; Tables (Data); Testing; *Toys

This second of a series of papers evaluating the parent/child program describes the procedure used to decide whether the nine toys and their accompanying learning episodes are appropriate for use by young children in the parent/child context. Parents in four courses (preliminary and performance test situations) were given instructions on how to present the toys and the associated learning experiences to their children. One toy was presented each week and, at the end of that time, each parent filled out a questionnaire on the child's interest in the toy. To be kept as a part of the parent/child course, a toy (or task) had to hold the interest of 80% of the children. Loss of interest because of mastery of the task did not count. In addition, during the week in which any given toy was presented, the child had to play with the toy more than five times, at least once without the parent suggesting it. Descriptions of toys, criteria for evaluation and a table of test results and decisions on the nine educational toys is included. ED 045 204 is another report in this series.

58. Nimnicht, Glen P. A Progress Report on the Parent/Child Course and Toy Library. 1970 34p ED 045 206

Decision Making; *Intellectual Development; Parent Attitudes; Parent Child Relationship; *Parent Education; Parent Participation; *Preschool Children; *Program Descriptions; Questionnaires; Self Concept; Testing; *Toys

This report gives an overall evaluation of the parent/child program of preschool education for 3- to 4-year-olds. The program objectives are: (1) to aid parents to help their children develop a healthy self-concept, (2) to help parents to promote their children's intellectual development through educational toys, (3) to help parents stimulate their children's intellectual abilities by improving interaction between parent and child, and (4) to aid parents in participating in the education decision-making process. The results of parents' responses to questionnaires and children's pre- and posttest scores on the responsive environment test are evaluated. With certain limitations in mind (such as the use of open-ended questions and lack of a control group), it was concluded that:

(A) parents' attitudes had changed; they appeared to be making more positive responses to their children, having a positive effect on self-concept, (B) results of the responsive environment test indicate that the children probably learned some specific skills and concepts as a result of the course, (C) parents believed their children were learning, and (D) there is not evidence to show that parents were helped to participate in the decision-making process affecting their children's education.

59. Nimnicht, Glen P.; And Others. A Report on the Evaluation of the Parent/Child Toy-Lending Library Program. 1971 87p ED 069 655

Culturally Disadvantaged; Educational Objectives; *Evaluation Techniques; Instructional Materials; Librarians; *Library Programs; Models; Parent Education; *Parent Participation; Preschool Children; Program Effectiveness; *Program Evaluation; Questionnaires; Teacher Education; Tests; *Toys

The Parent/Child Toy-Library Program is described and a report is given of its evaluation. The program is a 10-week course for parents of three- and four-year-old children, an educational toy library for the parents, and a training program for the teacher-librarians who will teach the course and operate the library. Two toys were rejected on the basis of the evaluation --color cubes and sifo shapes. Evaluation of the course by use of an open-ended questionnaire indicated that the parents felt more competent in helping their children and had a better understanding of what to expect of the child. Evaluation of the children's achievement was made through comparison of pretest and posttest scores on the responsive test. Results of the evaluation indicate that the children learned a considerable amount because of their involvement with the program.

60. Olmsted, Patricia P.; Jester, R. Emile. How Mothers Teach. 1972 12p ED 063 549

Background; Economic Status; *Family Influence; Middle Class Mothers; Mother Attitudes; Mothers; Parent Attitudes; *Parent Child Relationship; Parent Role; *Socioeconomic Background; *Socioeconomic Influences; *Socioeconomic Status

Two groups of mothers and children were sampled for this study. One groups of 39 was identified as middle-income or higher and the other group of 32 was identified as lower-income. The children ranged in age from kindergarten through third grade. The teaching task was adapted from the eight block sort used by Hess, Et. Al. (1968). No reliable differences in mothers' teaching style occurred as a function of the age of the child, but there were marked differences in the teaching styles of mothers as a function of socioeconomic scale. The general results of this study are similar to those found in earlier studies of maternal teaching behavior. The finding that differences in mothers' teaching style are so clearly a function of socioeconomic background should provide clues to the dilemma of why the low income child so often has difficulty adapting to the typically middle income shcool system and structure.

61. Parent Education in the Adult Education Program. 1968 10p ED 069 951

Adult Counseling; *Adult Education Programs; *Child Rearing; Community Programs; Conferences; *Course Content; Discussions (Teaching Technique); *Discussion Groups; Family Life Education; Guides; Informal Leadership; Parent Child Relationship; *Parent Education; Parents; Resource Materials; Workshop

The concept of parent education i.e., activities or programs that offer parents an opportunity to gain information and knowledge to aid them in their role as parents, is outlined and discussed. The topics considered are: 1. What is the Purpose of Parent Education? II. What People Does It Serve?, III. How Organize Parent Education and Recruit Parents?, IV Where and How Find Leaders?. V. What Is the Content of Parent Education?, VI. What Are the Methods of Parent Education?, VII. What Kinds of Programs Are Conducted? (Interpreting Education to Parents; Great Issues in Education; Special Problems of a Community-Wide Nature; Child Study and Guidance; Informal Reading and Discussion Groups; Parent Child Workshops; and Family Living Conference); and VIII. What Materials Are Available?

62. Piercy, Fred P. Adlerian Counseling for Parent Education. 1973 10p ED 079 660

Academic Failure; Behavior Problems; Childhood; *Counseling Theories; Family Counseling; Family Environment; *Family Relationship; *Helping Relationship; Misbehavior; Parent Child Relationship; *Parent Counseling; *Parent Education; Youth Problems

The helping professions must aid parents in understanding their children and in providing parents with methods to improve family relationships. Adlerian counseling is presented as one potentially useful method of reaching this goal. The basic principles and democratic philosophy of Adlerian counseling are outlined, and emphasis is placed on the educational aspects of the approach. A case history is also included to exemplify various Adlerian technqiues of dealing with typical childhood problems of misbehavior and academic failure. If we are beneficially to affect children's home environments on a large scale, we must share useful counseling skills with parents themselves.

63. Rabinowitz, Melba. In the Beginning: A Parent Guide of Activities and Experiences for Infants from Birth to Six Months. Book I. 1973 161p ED 081 484

Child Development; *Disadvantaged Groups; Family Environment; *Home Programs; Home Visits; *Infant [illegible]; Parent Child Relationship; *Parent Education; Stimulation; *Workbooks

This workbook, directed toward the non-reader, was designed for the New Orleans Parent Child Developmental Center's Infant Program. It offers parents day-by-day suggestions for stimulating infants from birth to six months. Experiences related to the child's visual auditory, muscular and language development, as well as hints on routine and reinforcement methods, are explained in simple form and accompanied by illustrations and checklists. Emphasis is placed on the parent's communication with the baby and the baby's reactions to his environment. (For related document, see ED 081 482.)

Also available from: Curriculum Specialist, Parent Child Developmental Center, 3300 Freret St., New Orleans, La. 70115 ($5.00)

64. Rabinowitz, Melba. The New Orleans Model for Parent-Infant Education. 1973 19p ED 081 482

*Demonstration Programs; Educational Objectives; *Infants; Models; *Parent Child Relationship; *Parent Education; Role Playing; *Teaching Methods; Vocabulary Development

This paper states the basic assumptions underlying the philosophy and methods used in a parent-infant education program at the Parent Child Development Center in New Orleans designed to teach and emphasize all aspects of a child's development. The assumptions discussed in relation to program content are: (1) some parents have child-rearing styles which negatively influence some aspect of their child's development; (2) parents need a general base of child-rearing information in order to make informed choices about their own practices; (3) parents who understand underlying priciples of human development will be more likely to use these forces to support growth and learning; and (4) adults and children learn best in a supportive, self-respecting relationship with others. Methods of teaching parents include the observation of models of adult-child interaction styles, and parent participation in discussions and demonstrations on the management of children in a variety of situations. The program emphasizes the parent's language and vocabulary development to help the parent become more independent in seeking child development information. (For related document, see ED 081 484.)

Also available from: Curriculum Specialist, Parent Child Developmental Center, 3300 Freret Street, New Orleans, Louisiana 70115 (free of charge)

65. Radin, Norma. Three Degrees of Parent Involvement in a Preschool Program: Impact on Mothers and Children. 1971 16p ED 052 831

Behavior Rating Scales; Cognitive Development; Discussion Groups; Followup Studies; Mothers; *Parent Attitudes; *Parent Influence; *Parent Participation; *Preschool Programs; *Program Effectiveness; Testing; Tutoring

To determine the effect of different amounts of parental involvement, 80 4-year-old children from lower class homes, enrolled in a compensatory preschool program (class for one-half day, four days per week for a full year) were divided into three groups. Group I received supplementary bi-weekly tutoring from teachers with no parental invovlement. Group II was tutored but in the presence of their mothers who became involved. Group III was offered the same tutoring as group II, and mothers participated in small group discussions about childrearing. The Stanford-Binet and the Peabody Picture Vocabulary Test (PPVT) were given as pretests and posttests of all children. A revised version of the pupil behavior inventory was completed by teachers and two standardized questionnaires were completed by mothers to tap attitudes toward childrearing and cognitive stimulation in the home. No significant

differences were found between groups in IQ gain on either the Stanford-Binet or the PPVT, although all groups gained significantly. Significant differences did emerge on factors of parental measures, but not on the opportunity for maximum participation.

66. Rosenau, Fred; Tuck, Betty. A Guide to Securing and Installing the Parent/Child Toy-Lending Library. 1972 147p ED 078 893

*Early Childhood Education; Evaluation Techniques; Finicial Support; *Games; Guides; Instructional Materials; *Parent Participation; Preschool Education; Program Evaluation; *Toys; *Training Techniques

This handbook makes it possible for a group of parents in almost any community to begin using the Parent/Child Toy-Lending Library program. This program is an eight-week course (about one hour per week) for parents of preschool (three to five year old) children during which each parent learns to use a variety of toys and games at home to stimulate the growth of the child's intellectual skills and to enhance his self-concept. Following an introduction and a presentation of some background information concerning the program, the "nuts and bolts" of training are discussed as to the course, the class, the role of parents in the program, the toys for each class, the printed handbooks, the audiovisual training materials, how to establish a Parent/Child Toy-Lending Library program, and course-leader/librarian training. The next chapter, Finding Funds for a New Toy Library, describes how to begin hunting for funds, putting funds together, how the migrant situation differs, Head Start and Follow Through, funds for Toy Library training, more ideas for training funds, enlisting adults and grandparents, funds for native Americans, funds for the handicapped, facilities and supplies, getting private funds, more sources of possible funds, help from other sources, becoming a non-profit organization, and joining forces with Model Cities. A sample proposal for use of Social Security Act funding is provided. The final chapter gives a set of questionnaires, forms, and other evaluation instruments for determining how well a Toy-Library program is working. A bibliography, four appendixes, and a note to the reader are included.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 ($0.60 Stock Number 1780-0993)

67. Schaefer, Earl S. Child Development Research and the Educational Revolution: The Child, The Family and the Education Profession. 1973 13p ED 078 972

Cognitive Development; *Early Childhood Education; *Educational Responsibility; Family Influence; *Models; *Parent Child Relationship; *Parent Education; Parent Role; Social Services; Teacher Role

According to this paper, the education profession can best serve the child and his family by training and encouraging parents to be better able to care for and educate their children. This objective would require emphasis upon developing communication, cooperation, and collaboration with parents to support the child's extra-academic education. It would also require educators to involve themselves in training parents and future parents in family care and education skills. Educational planners could then begin to develop the money, manpower, motivation, methods, materials, and models required to implement a life time and life space perspective on education. The objectives of enrolling children in school at five, four, or three years of age and of enrolling infants in developmental day care might appear less urgent if family care and education of children is strengthened and supported.

68. See How They Learn; The Parent Practicum, A Parent/Child Workshop, January 22, 1972. 1972 83p ED 063 940

Demonstration Programs; Librarians; *Library Programs; Models; *Parent Child Relationship; Practicums; Students; Workshops

This segment of the Early Childhood Library Specialist program is know as the Parent/Child project and it functions as a model to demonstrate how library oriented institutions can work with parents and their children, and serves as an agent for the dissemination of information to parents and young children. The Parent/Child project attempts to demonstrate that children can visit their libraries, media-centers, and other such planned programs and collections for a selected number of hours each day and, under the direction of any early childhood specialist who also works with the parent, make significant learning progress that can be measured and reflect meaningful results. The parent practicum continues throughout the three-year experimental Parent/Child project, with "mini-workshops" held at six-month intervals, careful records are to be kept on each child, so that parent and library specialist may test the validity of the experiences. The approach is innovative and should give interesting results.

69. Segal, Marilyn M. You Are Your Baby's First Teachers. 1973 214p ED 082 808.

Child Development; *Guides; *Infants; *Learning Activities; Manipulative Materials; *Parent Child Relationship; *Parent Education; Psychomotor Skills, Sensory Experience; Socialization; Stimulation

This easy-to-read manual for parents describes what a baby learns in the first year of life and suggests specific things parents of caregivers can do to encourage a baby to use his body, senses, and mind to communicate. Each chapter is concerned with 1 month of the infant's life and includes sections on (1) Baby's Viewpoint (discussion of the infant's developments during the month; (2) Motor Skills; (3) Seeing, Hearing, and Feeling; (4) Socialization; (5) Suggested Motor Activities; (6) Suggested Seeing, Hearing and Feeling Activities; (7) Suggested, Socializing Activities. Each chapter includes age-appropriate games, cutouts, and toys (with building instructions). A checklist for parents to record their baby's activities is also included.

70. Smith, Carl B., Comp. Parents and Reading. Perspectives In Reading No. 14. 1971 117p ED 070 047

*Beginning Reading; Family Influence; *Parent Participation; Parent Role; *Parent School Relationship; Reading Difficulty; *Reading Instruction; *Reading Readiness

Chapters in this book describe how the home and the general environment contribute language and concepts and thereby condition a child to react favorably or unfavorably toward school and reading. The causes of reading difficulties are discussed to show that physical and psychological as well as social and instructional interferences may be involved. Interest and motivation play key roles in the energy a child brings to reading and thus should be searched out by the parent and the teacher to take best advantage of the kinds of books that will appeal to the existing drives of the child. The book also treats the very practical concerns of the parents' role--how early reading instruction should begin, successful methods some parents have used to teach children to read, facts about decoding, facts about comprehension, and ways that parents can help with reading instruction in school through the PTA or on their own. The articles also suggest ways in which teachers and administrators can encourage parents to participate in helping their children learn to read.

Also available from: International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 ($3.50 non-member, $3.00 member)

71. South Douglas County Early Childhood Education Project 1971 to June 30, 1972. 1972 129p ED 072 848

Cognitive Development; Early Childhood Education; *Home Programs; Individual Instruction; Motor Development; Parent Education; *Parent Participation; *Parent School Relationship; Preschool Education; *Preschool Programs; Program Costs; Program Descriptions; *Program Evaluation; School Community Programs; Social Development; Special Education; Tables (Data)

The South Douglas County Early Childhood Education Project serves preschool children from 3 to 5-years-old and handicapped children from birth to age 5. The program, designed to establish a parent-school partnership, brings teaching ideas and materials to the homes of participating families. Parents control the educational process, aided by community coordinators who visit homes once every two weeks to explain each learning package to parents, assist, if requested, in teaching the tasks, and suggest additional materials and methods. Group meetings and field trips are held periodically. The specialized component of the program, for handicapped children, operates in basically the same way as the basic component outlined above, except that home visits are made initially two or three times a week and then once a week. Parents choose to place their children in this program and control the amount and kind of material presented. The evaluation of the first year focuses on accomplishment of instructional objectives (motor coordination, social adjustment, and cognitive tasks) and of teaching objectives (success of the community coordinators in interaction with participating families). Evaluation of the latter set of objectives are based in part on a beginning- and end-of-year response by parents to a survey questionnaire. An evalution of the management component and the program implementation is also included. A preliminary cost analysis is given.

72. Takuatoong, Ponsook Na; And Others. State Inservice Training Programs for Home Agents Regarding Educational Needs of Mothers of Preschool Children. 1972 58p ED 065 769

Child Development; Data Collection; *Educational Needs; *Extension Agents; Family Life; *Inservice Education; *Mothers; Preschool Children; Questionnaires; State Programs; Teaching Techniques

A study was conducted to gather data on Inservice Training Programs of Extension Agents. Objectives included: (1) to gather historical information regarding Extension Agent Inservice Training Programs conducted in various states in the United States in the area of educational needs of mothers of preschool children; (2) to review

generally accepted approaches used by extension family life specialists in presenting attendant subject matter and teaching methods to home agents; and (3) to identify areas of child rearing included by specialists as being most important in extension programs regarding such needs. Data were secured from studies and reports in extension work, official publications and personnel letters. A questionnaire was mailed to 39 extension family life specialists. Findings of the study support the national extension reports of 1952 indicating that child development and family relationships programs were continuously showing growth. Growth was revealed by the increasing number of family life specialists in the various states, the home agent inservice training programs given by the specialists regarding, educational needs of mothers of preschool children, and other factors.

73. Televised Parent Training Program. Dos and Don'ts. Teaching Your Child. 1972 97p ED 073 673.
Not available from EDRS.

Child Psychology; Children; *Early Experience; Educational Television; Family Influence; Family Life; Individual Development; Instructional Materials; *Instructional Television; Lower Class Parents; *Low Income Groups; *Parent Child Relationship; Parent Counseling; *Parent Education; Parent Responsibility; Parent Role; Parents; Televised Instruction; Television Curriculum; Workbooks

"Dos and Don'ts" is a supplementary booklet to the televised parent training program, "Teaching Your Child." The program was designed to reach parents in low income areas around Minneapolis, Minnesota. This particular booklet was intended to provide guidance on child rearing by presenting specific concepts in an easy to read format. Some of the concepts presented were exemplified by these guiding comments: "Tell your child what you like;" "Starting something your child can do;" "Let your child do it." Two other booklets ED 073 672 and ED 073 671, are an integral part of the program.

Availability: CEMREL, 10646 St. Charles Rock Road, St. Ann, Missouri 63704 (no price quoted)

74. Televised Parent Training Program: Reinforcement Strategies for Mothers of Disadvantaged Children. Final Report. Morreau, Lanny E. 1972 79p ED 073 670

Behavioral Objectives; Behavior Change; *Disadvantaged Youth; Early Experience; Formative Evaluation; Instructional Television; Lower Class Parents; Mothers; Parent Child Relationship; *Parent Education; *Positive Reinforcement;

Preschool Children; *Programed Instruction; Program Evaluation; Social Environment; Summative Evaluation; *Televised Instruction; Training Techniques; Video Tape Recordings

A program to train lower socio-economic parents in more effective management of their preschool children was developed and evaluated. In the planning stage objectives were formulated and strategy designs set. The methodology consisted principally of programed text and videotape. Formative development and two evaluations produced and modified the prototype materials. In the final phase, the summative development and evaluation, the production and limited "field test" of the completed materials was carried out with twenty-one subjects. The results were that the programing models for the text and video-taped simulations were effective as demonstrated by the parents' successful completion of the materials, a significant increase in the parents' ability to select correct procedural statements related to behavioral management after exposure to the program, the parents' successfully written applications of the principles of behavioral management to the behaviors of their children, and the parents' receptivity to both the programed materials and their contents.

75. Televised Parent Training Program. Teaching Your Child. 1972 98p ED 073 671

*Child Psychology; *Disadvantaged Groups; *Early Experience; Family Influence; Family Life; Individual Development; *Instructional Television; Lower Class Parents; *Low Income Groups; Parent Child Relationship; Parent Counseling; *Parent Education; Parent Responsibility; Parent Role; Parents; Televised Instruction; Workbooks

"Teaching Your Child" was a televised parent training program conducted in Minneapolis, Minnesota. The program was designed to reach parents in low income areas and was intended to assist families with young children by presenting practical applications of basic psychological theory. This booklet was the main workbook for the entire program. It presented the concepts of positive reinforcement, aversive control, the use of punishment, and task behavior in everyday language. The workbook was programed and had cartoon characters supporting the textual examples. Two other booklets ED 073 673 and ED 073 672, are an integral part of the program.

Also available from: CEMREL, 10646 St. Charles Rock Road, St. Ann, Missouri 63074 (no price quoted)

76. Televised Parent Training Program. Televised Segment; Teaching Your Child. 1972 135p ED 073 672

*Child Psychology: *Disadvantaged Groups; Early Experience; Family Influence; Family Life; Individual Development; *Instructional Television; Lower Class Parents; *Low Income Grous; Parent Child Relationship; Parent Counseling; *Parent Education; Parent Responsibility; Parent Role; Parents; Scripts

"Teaching Your Child" was a televised parent training program designed to reach families in low income areas around Minneapolis, Minnesota. This booklet presents the television script that was used in the program. The script was designed to coordinate with two other booklets, ED 073 673 and ED 073 671.

Availability: CEMREL, 10646 St. Charles Rock Road, St. Ann, Missouri 63074 (no price quoted)

77. Tewksbury, Robert. An Innovative Program for Prevention of Reading Failure in Disadvantaged Pre-School Children by Home Intervention. 1971 6p ED 068 175

Child Development; *Compensatory Education; Concept Formation; *Disadvantaged Groups; Instructional Staff; *Language Development; *Parent Participation; *Preschool Programs; Reading Readiness; Reading Skills; Siblings

A proposal for a reading program to help the culturally, economically, and educationally deprived preschool child develop his language and concept formation before he enters school is presented. A home visiting remedial teacher would train parents to develop langauge skills and concepts through (1) specific fine motor skills, (2) sequencing skills, (3) visual-auditory and language perception, (4) reading suitable books, (5) using cassettes (if the parent cannot read), (6) developing location concepts, (7) using whole sentence structure skills, (8) viewing Sesame Street, and (9) utilizing older siblings. Approximately 25 preschool children from two to five-year-old will participate. They will be siblings of Title I Elementary Project pupils enrolled in remedial reading who are culturally and educationally deprived. Staff, consisting of certified reading teachers and aides, will visit each child and his parent at least once a week for an hour to oversee the training. The project will receive publicity through local radio station interviews, a brochure distributed to other educational agencies in the state, and informational feature stories in local newspapers.

78. Thompson, Donald L. The Relationship of Parent-Child Interaction and Intelligence Among Children From Large Families. 1972 8p ED 064 625

Behavioral Science Research; Family Influence; Human Relations; *Intelligence; *Interaction; *Interaction Process Analysis; *Parent Child Relationship; Parent Influence; *Parent Role; Parents; Relationship

This study explored the difference in intelligence among children from large families in relation to parent-child interaction patterns. The sample consisted of 56 children from large families living in Central West Virginia. The 56 children represented 20 families, all of which had five or more children, and were of similar economic circumstances. Measurement of parent-child interaction was accomplished using a locally produced scale which was administered verbally to the children and designed to measure a child's assessment of the quality and quantity of their parents' interaction with that child. The child's response to each question was rated into one of three categories provided by each item on the scale. The results of this study indicate the value of parent-child interaction in facilitating the development of children's cognitive skills. The author concludes that programs such as the Department of Health, Education, and Welfare's Project Home Start should answer many questions about the value of educating parents to be effective educators of their children.

79. Wiener, Gerald; And Others. New Orleans Parent Child Development Center. 1973 33p ED 080 206

Disadvantaged Groups; Home Visits; *Infants; *Intervention; *Mothers; Negative Reinforcement; *Parent Child Relationship; *Parent Education; Parent Participation; Parent Workshops; Positive Reinforcement

The New Orleans model for parent-infant education involves the use of non-professional workers, trained by professional staff, who teach general concepts of child development and child management to groups of disadvantaged mothers. Two themes are stressed: the parent is now and will be the child's most important teacher, and all the baby's time is learning time. In the long range view, research at the Parent Child Center is designed to investigate whether or not educational intervention needs to be implemented from the first year of life for optimal success and also to evaluate two systems of delivering services (in a center versus home visits). Results are as yet inconclusive.

80. Wilson, Jerusa; And Others. An Evaluation of ESEA Title III Projects, Fiscal Year 1972. Interim Report. 1972 126p ED 065 648

Disadvantaged Youth; *Early Childhood Education; Experimental Programs; Federal Aid; Federal Programs; *Health Programs; *Parent Child Relationship; Pilot Projects; *Preschool Programs; *Program Evaluation; Public Schools; Rubella; Urban Schools

This report contains descriptions and progress of five projects in the District of Columbia partically or wholly funded by ESEA Title III: (1) The Columbia Road Preschool Pilot Project, a second-year experimental effort designed to serve as a model school providing an experimental setting for Early Childhood Educational Programs; (2) The Montessori Preschool Project, designed to adapt the Montessori method and to develop a model for a public school setting; (3) continuing education and services for school age mothers, for which an interim report has not been included in this evaluation report; (4) development of a complete school program for Rubella children beginning during the pre-school period. A project of the Special Education Department of The D.C. Public Schools, designed primarily to provide educational opportunities for young hearing impaired children who might also have other handicaps concomitant with maternal Rubella; and, (5) The Parent-Partners Traineeship Proposal for a Parent Education Program, designed to foster parent-pupil partnership in order to reinforce and extend the educational experiences of children. Several pages of this document are not clearly legible, but it has been reproduced from the best avaiable copy.

81. Yaman, Nancy; Hanson, Ralph A. The Development and Evaluation of a Parent Training Manual for Home Instruction. 1971 24p ED 055 280

*Communication Skills; *Course Evaluation; *Guides; *Home Insturction; Kindergarten Children; *Parent Education; Reading Level

The development of a simple and effective means of training parents and other non-professionals in the use of a home-based instructional program is the concern of this paper. The home-based program is the SWRL Parent-Assisted Learning Program (PAL). PAL was created as an adjunct to a broader communication skills program, First Year Communication Skills Program (FYCSO), a criterion-referenced instructional program, which includes research-based instructional materials and procedures and is designed to teach kindergartners basic reading skills. In developing the PAL Parent Guide four basic guidelines were followed: (1) minimizing the reading requirements for parents,

(2) providing a means for parents to practice skills being taught, (3) providing a means for parents to evaluate their own learning, and (4) keeping training procedures as brief as possible. The current parent guide consists of 10 pages and includes the following: (1) a description of the purpose of the PAL program, the materials included, and other basic information, (2) a description of the practice exercise and the general instructional procedures parents are to follow when using the practice exercises, (3) a series of exercises designed to give practice in using the general instructional procedures, (4) a pronunciation guide illustrating how the program words and word elements are sounded out and procedures for practicing the pronunciation of them. It was determined that the procedures used were successful in producing a low-cost guide.

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